

Year 3: Places Are Similar And Different

Aligned with the Australian National Curriculum



Section 1:
Different Types
Of Places

Section 2:
Understanding
Maps

Section 3:
Protecting Our
Environment



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Teachers' Notes

Year 3: Places Are Similar And Different is part of the *Australian Geography Series* which comprises nine books in total. This book has been written specifically for students in Year 3, who are living in Australia and studying Geography. The activity book has been divided into three sections: *Different Types Of Places*, *Understanding Maps* and *Protecting Our Environment*. Each section is closely linked to the Australian V9 National Curriculum.

In Section 1, *Different Types Of Places*, students are encouraged to think about what it would be like to live in a different type of place to the place in which they currently reside. Among other activities, students will be asked to consider the human and natural characteristics of different types of places, compare and contrast rice growing in Australia and Indonesia, tea growing in Sri Lanka and Australia and investigate similarities and differences between Australia and Papua New Guinea.

In Section 2, *Understanding Maps*, activities and tasks are designed to build mapping skills in a variety of map types including: weather, political, natural resources and floor plans. Students will be asked to locate places on a local, national and global scale using compass directions, grid references and scale. Special attention is given to locating places and features within Australia and locating countries on a map considered to be Australia's neighbours.

In Section 3, *Protecting Our Environment*, students will think about the importance of caring for and protecting special places within Australia. They will consider the consequences of not caring for a place and devise strategies to improve places for all.

Year 3: Places Are Similar And Different is a student-friendly resource for 8 - 9 year olds studying Geography. The book's illustrations and graphic data give students ample support to think about the big issues in Geography that will affect how people live today and in the future.

Curriculum Links

Knowledge and Understanding of Geography

Students learn about the depiction of contemporary Australia as states and territories, as well as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's bordering regions and countries (AC9HS3K03)

- utilising geographical tools such as a globe, wall map, or digital sources (e.g. online satellite images) to locate and name the states and territories of Australia, along with their capital cities
- utilising a globe or digital sources to locate Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste, Indonesia and other countries pertinent to students, labelling them on a map and identifying their directions relative to Australia
- comparing boundaries on the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia with surveyed state and territory boundaries, to gain insight into diverse representations of Australia

Students learn about the ways First Nations Australians in different parts of the country are interconnected with Country/Place (AC9HS3K04)

- explaining that some First Nations Australians have connections to multiple Countries/Places through relationships such as marriage, birth, residence or historical movement, both chosen and forced, and that First Nations Australians can identify with multiple Countries/Places
- exploring connections to a specific Country, such as "Mother's" or "Father's" Country
- exploring First Nations Australians connections to Country/Place through poetry, songs, artworks and stories from regions outside the local area

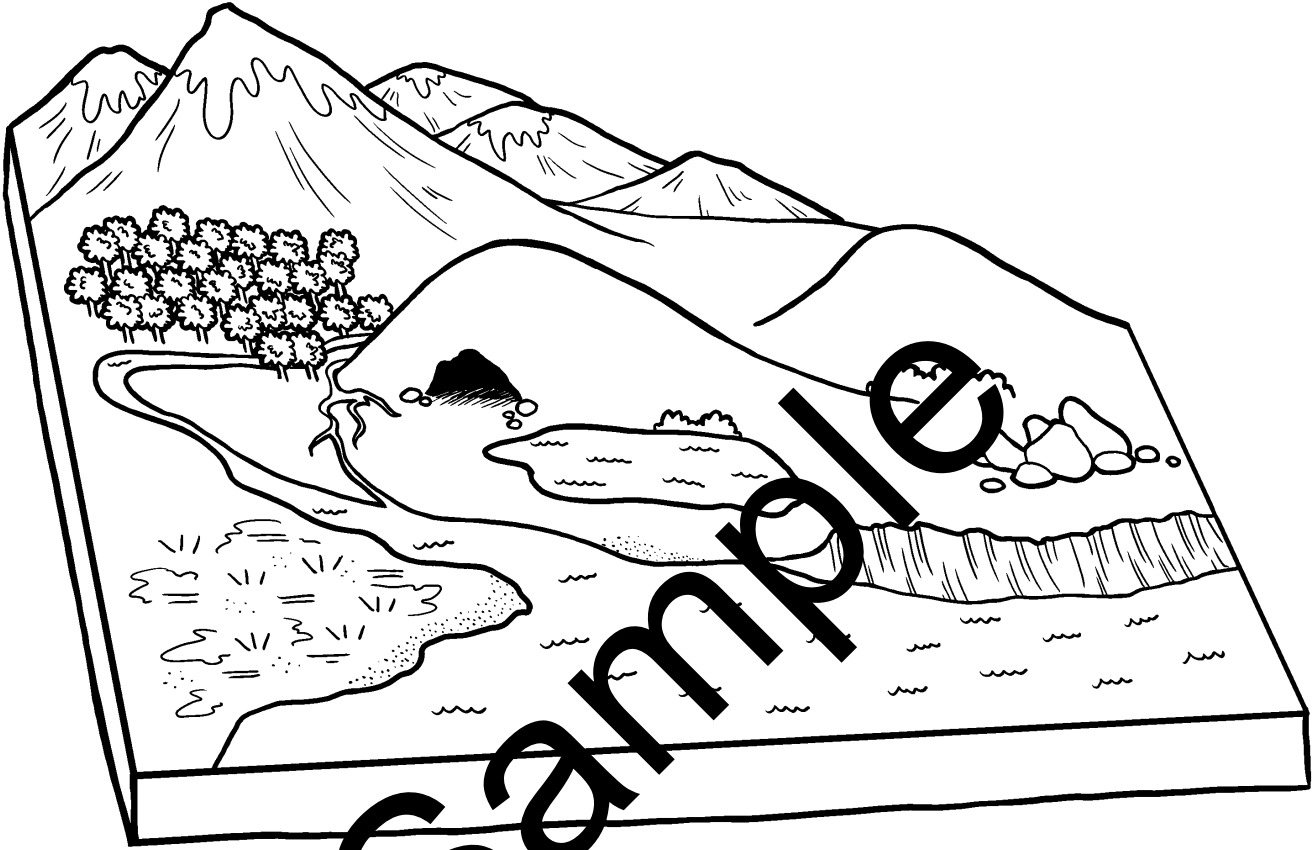
Students learn about the similarities and differences between places in Australia and bordering countries in terms of natural, managed and constructed features (AC9HS3K05)

- recognising and finding examples of the main climatic types (e.g. equatorial, tropical, arid, semi-arid, temperate) in Australia and bordering countries and analysing their effects on natural features
- comparing natural features such as landforms, bodies of water, climate, soils, vegetation and wildlife between places in Australia and neighbouring countries like Indonesia or Pacific Island nations
- investigating housing adaptations to different climates and environments

Activity

Naming Places

- ☐ Imagine that it is your job to name a number of natural features in Australia. Write the names neatly on the map below next to the natural features. Study the map and the table on page 7 to give you some ideas. You can lightly shade your map when you have finished.



- ☐ Choose two names on your map. Explain their significance.

Place 1: _____

Place 2: _____

1. Use an atlas to locate and label the places listed below on the state map of Queensland.

- | | |
|---------------|-----------------|
| ● Brisbane | ● Rockhampton |
| ● Tin Can Bay | ● Fraser Island |
| ● Coral Sea | ● Cairns |

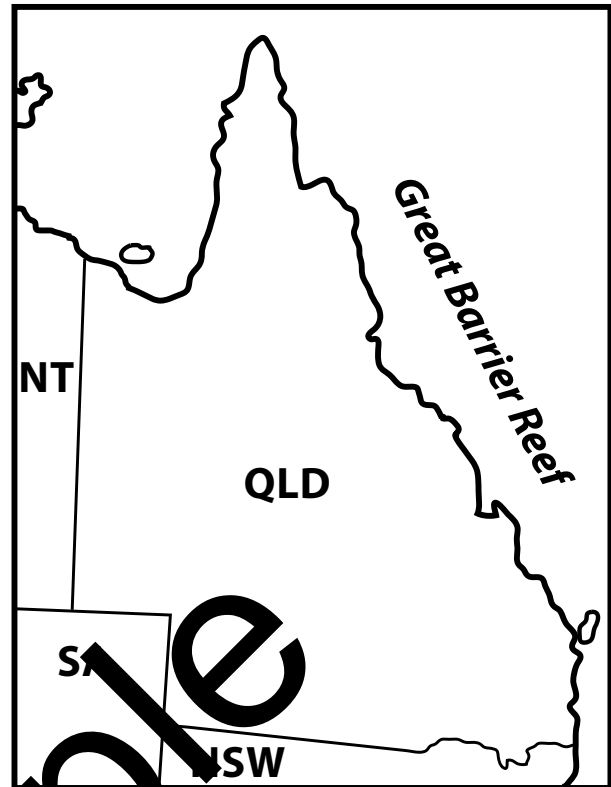
Draw symbols for the following locations and place them on the map.

☐ for the capital city.

☐ for a small city.

☐ for a town.

Lightly shade the state of Queensland on the map.



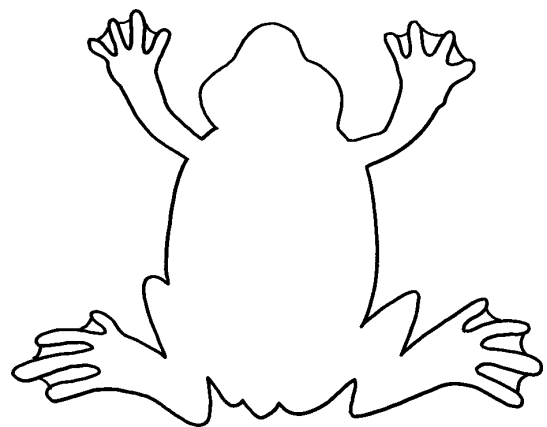
Wallum Rocket Frog

You will find the Wallum rocket frog in the wetlands near Tin Can Bay. Like many of Australia's frogs, this frog is losing its home because its habitat is being disturbed.

2. Go to the website listed below to learn more about the Wallum rocket frog and listen to its call. Type *Wallum rocket frog* in the SEARCH box.

► <http://www.frogsaustralia.net.au>

3. Colour in the image (right) of the Wallum rocket frog after visiting the website.



4. Talk about how the frog's colour helps it to survive in its wetland habitat.

I think the frog's colour helps it to survive because: _____

- ❑ How much do you know about Perth, the capital city of the state of Western Australia and its Metropolitan Area? You can use your atlas and digital resources to research the answers to the questions below. Work with a partner to whiz through the quiz!



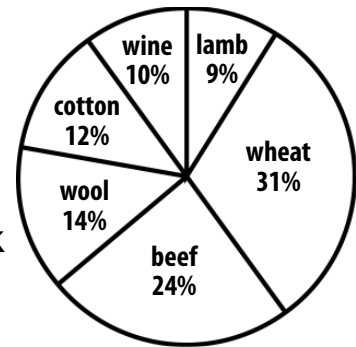
The Perth Quiz



	True	False
1. More people live in Adelaide than Perth.		
2. Yanchep is Perth's most northern suburb.		
3. The Indigenous name for the Perth area is Boorloo.		
4. Perth is situated 25 kilometres from the Indian Ocean.		
5. Lake Pinjar is in the Perth Metropolitan Area.		
6. Perth's tallest building is "Central Park".		
7. Perth is the sunniest Australian capital city.		
8. "The Fremantle Dentist" is a breeze that cools Perth.		
9. Perth was first sighted by Matthew Flinders in 1697.		
10. There are five universities in the Perth area.		
11. The dibbler is a small marsupial found at Perth Zoo.		
12. "Wellington Road" is Perth's main rail station.		
13. The Perth Mint, which makes coins, opened in 1899.		
14. Mt Agnes is a beautiful hill that looks over Perth.		

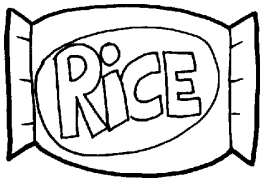
Working In Rural Areas

Farms in rural Australia are very important for Australia's economy. Farmers grow enough food for our needs and then they export their products to other parts of the world. Australian farm products are sold mainly to China, Japan and Indonesia. Look at the pie chart (right) which shows the top six farm products that Australian farmers export.



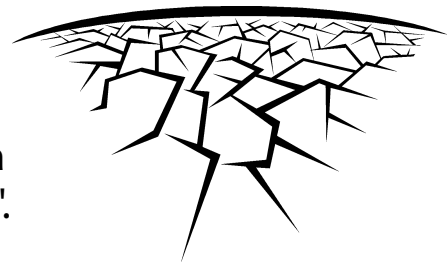
To produce large amounts of agricultural products, farmers have to take care of their land. Water is a precious resource in all parts of Australia. Water is very precious in rural areas because of droughts. Farmers have to manage their water supplies carefully so that crops and animals can grow and thrive. They also have to look after the soil to make sure that it does not erode and blow away.

A Crop Up Close: Rice From The Riverina



Most of Australia's rice is produced in the Riverina area of New South Wales. This area is called the Riverina because the Lachlan and Murrumbidgee Rivers supply water to irrigate rice crops. Rice crops need lots of water to grow. Peralton is the rice capital of Australia.

Rice growers export their grain to more than 70 countries. In some years however, farmers can't produce big rice crops because of drought and water restrictions. Farmers have a saying, "If there's no water, there's no rice crop".



Interesting Facts About Rice

- Australian rice growers can produce enough rice in one year to feed 20 million people around the world every day.
- Riverina rice farmers recycle their water to use for the next rice crop.
- More than half the people on the planet eat rice every day.
- Eating rice gives our brains energy to think.
- We throw rice grains at weddings because it is a symbol of life.
- Rice was first grown in India over 4,000 years ago.

Activity

Natural And Human Characteristics

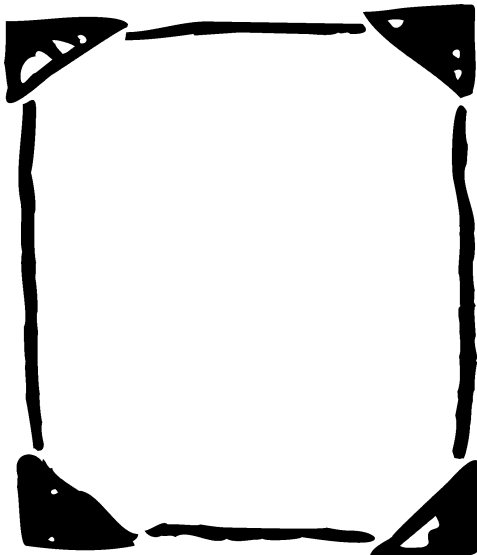
- ☐ Australian aid is being used to improve the lives of local communities along the Kokoda Track. Choose two projects from page 29. Describe what you think the benefits will be for local people and tourists. An example has been done for you.

Project	Benefits For Villagers	Benefits For Tourists
<i>Help local people look after their natural heritage.</i>	Help protect natural places and wildlife for future generations.	Tourists can visit unique places and learn about different cultures.

Natural Characteristics

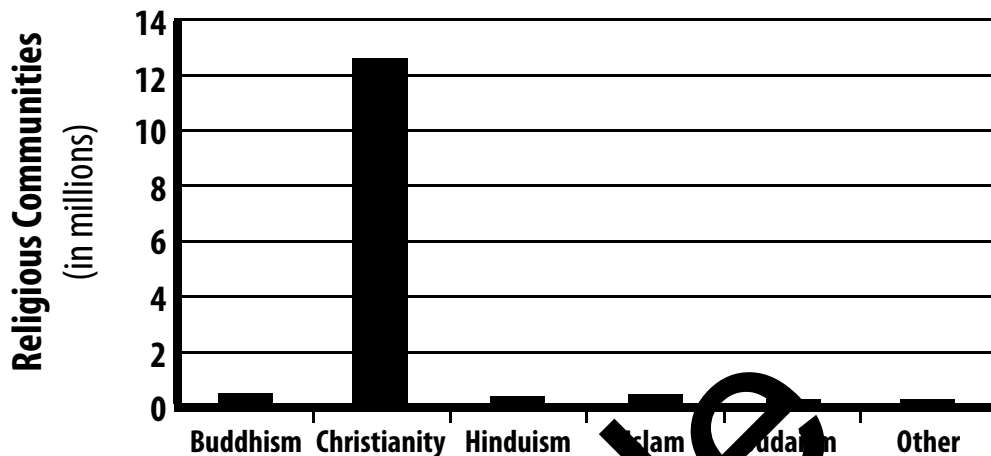
- ☐ Research one of the unique insects or animals that can be found in the Owen Stanley Ranges. Draw a sketch of the insect or animal and write a brief description of it. Below are some suggestions for your research.

● Goodfellow's Tree Kangaroo ● Queen Alexandra Butterfly ● Bird Of Paradise



- ☐ Study the graph which shows the number of people in Australia's major religious communities. Use the information from page 37 together with the graph to help you to answer the questions.

Religions In Australia (Source: ABS Census 2011)



- How many people in Australia belong to a Christian religion? _____
- Why is Christianity still the major religion practiced in Australia?

- Which community brought Judaism to Australia? _____
- Estimate the number of Buddhists in Australia. _____

Share With The Class

Choose a special day which is celebrated in your religion or a religion that you know. Complete the information below.

Special day: _____

Why this day is celebrated: _____

How this day is celebrated: _____

- ☐ Read the information on page 41 to help you to answer the questions and complete the task below.

1. Why does Australia have a variety of climate zones?

2. In which types of climates do most people in Australia live? Think about the five most populated cities: Sydney, Melbourne, Brisbane, Perth and Adelaide.

3. What types of weather affect climate?

4. What is the climate like in the state where you live?

5. Write a paragraph about what it would be like to live in a place with a different climate to the one you normally experience.

6. **Research:** Find out the relationship between latitude and climate. Record your findings below.

Activity

Types Of Maps

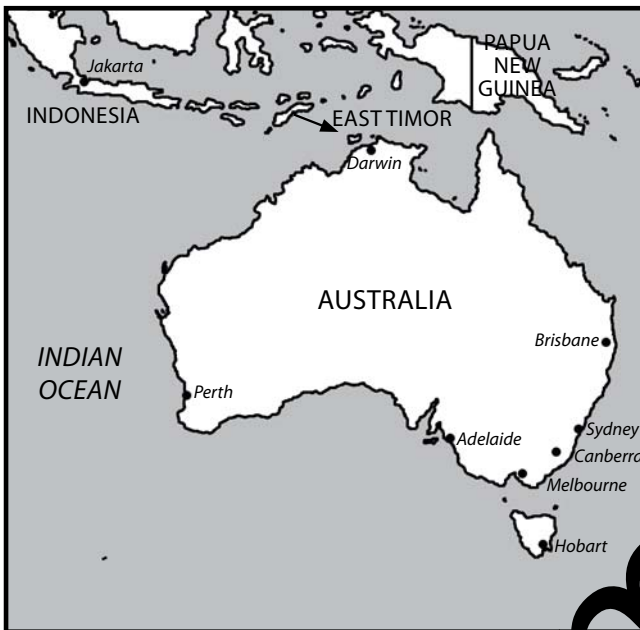
- Look at the different types of maps below. Label each map using the words in the text box.

tourist

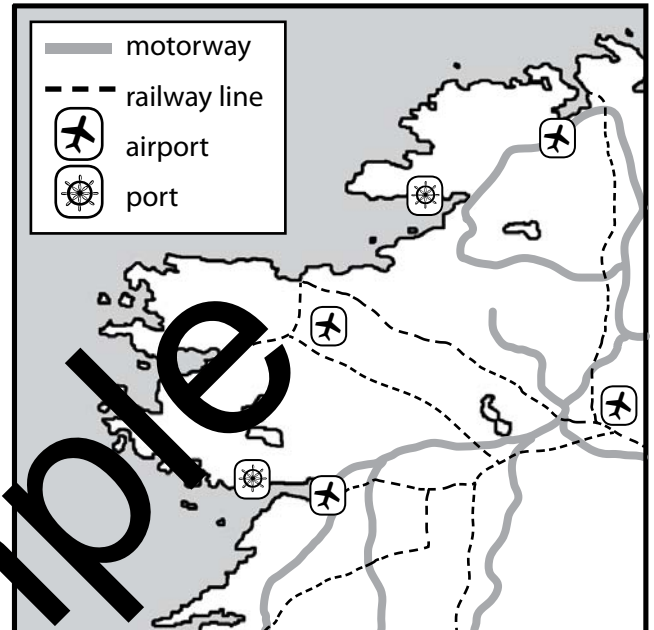
transport

floor plan

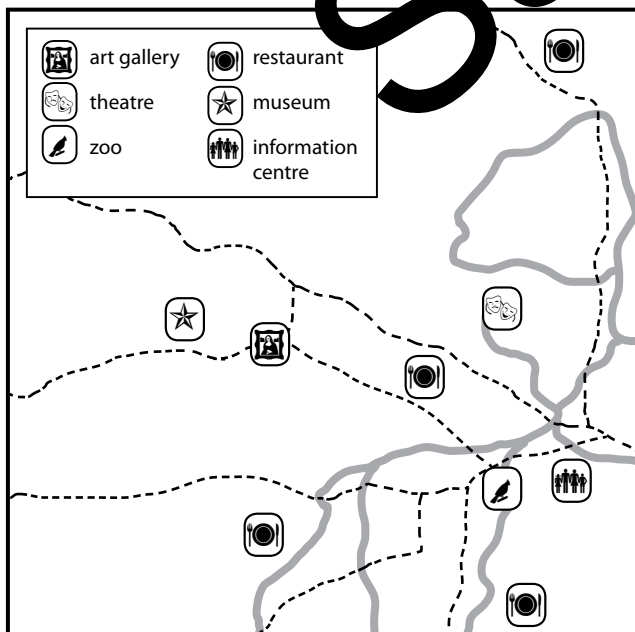
political



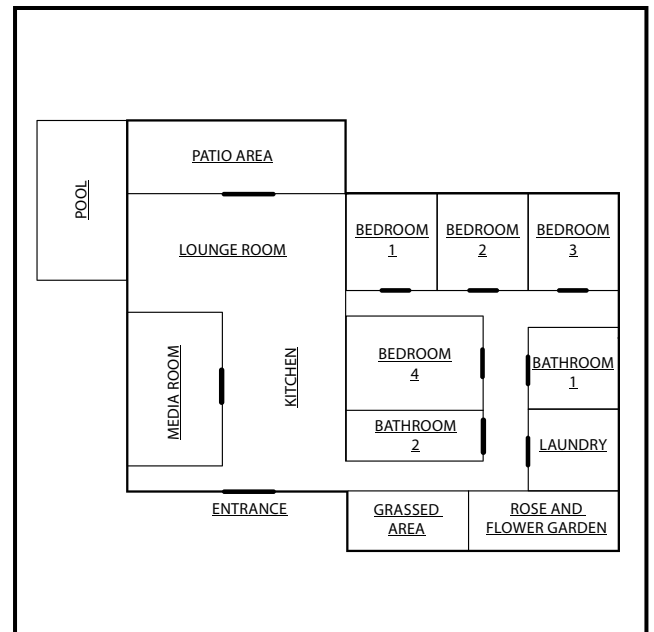
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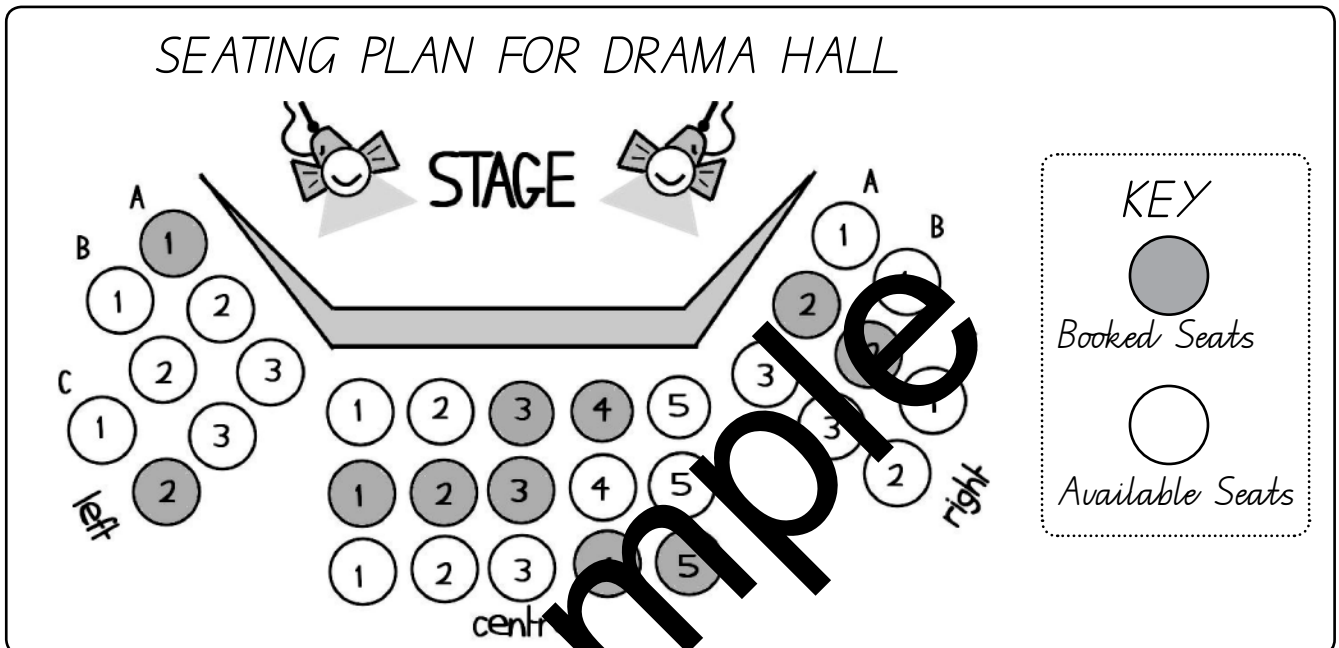
3



4

Your class is putting on a play for your grandparents. Below is a seating plan of the Drama Hall. The plan is arranged in three sections: left, centre and right. There are three rows: A, B and C. For example, the only seat booked in the front row of the right section is Right A 2 (row A, seat 2).

- ☐ Study the seating plan closely and complete the following questions.



- How many seats are still available for the performance?
- The principal has booked a seat at the back so that she can duck out quietly if she's needed. Which seat do you think she's booked? Shade it red on the plan.
- Kim's four grandparents are attending the play. Will they be able to sit together? Where would you book seats for them? Shade the seats on the plan.
- Alex's grandparents have trouble with their hearing. Which seats might you book for them? Write out their seat places on the tickets below.

- If tickets for the play cost \$2.00 each. How much money will your class make from the play if the performance is sold out?

☐ After reading *The Sea Eagle and the Gull* on page 57, 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?

