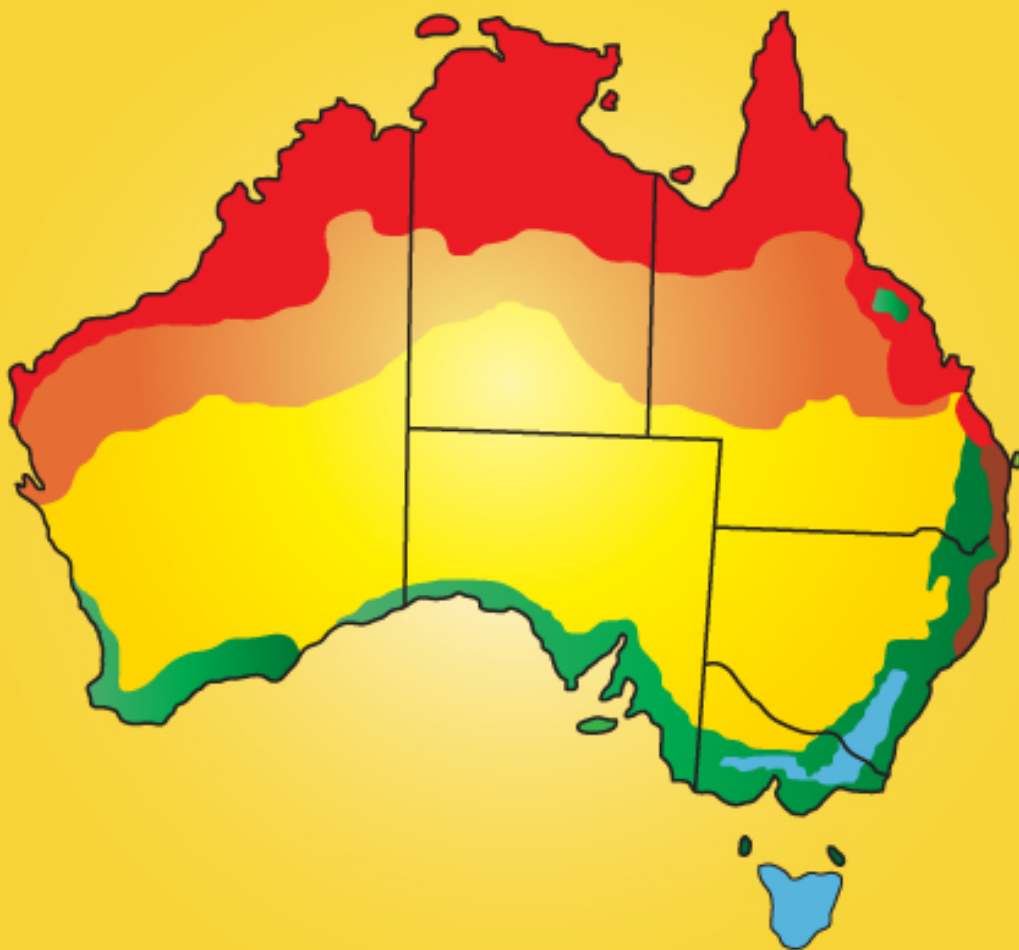


Year 5: Characteristics Of Places

Aligned with the Australian National Curriculum



Section 1:
Influences:
Human And
Environmental

Section 2:
Climate,
Savannahs
And Bushfires



By Lisa Craig

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Teachers' Notes

Year 5: Characteristics Of Places is part of the *Australian Geography Series*, which comprises nine books in total. This book has been written specifically for students in Year 5 who are living in Australia and studying Geography. The activity book is arranged into two sections: *Influences: Human And Environmental* and *Climate, Savannas And Bushfires*. Both sections are closely linked to the Australian National Curriculum.

The first section, *Influences: Human And Environmental*, explores how landforms affect the development of settlements, and how people affect the environmental characteristics of a place through changes such as urban planning. Students are given the opportunity to investigate local planning issues and in this way begin to recognise that people influence the human characteristics of places and the management of spaces within them.

The second section, *Climate, Savannas And Bushfires*, introduces students to concepts related to climate such as: temperature and rainfall patterns, elevation and vegetation. Students are asked to make a link between climate and where people live. The climate zone and sustainable land use of Australia's hot and humid savannas is compared and contrasted with those in East Indonesia. Students will be asked to explain the threats to the savannah lands and research possible responses to these threats. This section also explores indigenous land and resource management and evaluates the changes that have occurred to the land after colonisation. The effects of bushfires on communities and environments also featured.

Year 5: Characteristics Of Places is a teacher-friendly resource for 10-11 year olds studying Geography. The influence of climate on human activities will be explored from multiple perspectives through tasks designed to develop thinking skills. Information is supported by ample illustrations, photograph studies and map data.

Curriculum Links

Knowledge and Understanding of Geography

Students understand the impact of people, encompassing First Nations Australians and people from other nations on shaping the traits and attributes of a place (AC9HS5K04)

- recognising how First Nations Australian communities have changed the environment and maintained sustainable lifestyles through their practices of land and resource management, such as firestick farming
- investigating the scale of change in the local environment across time, including activities like vegetation clearance, fencing, urban expansion, drainage systems, irrigation, erosion control measures, agricultural practices including farming and the introduction of grazing livestock like sheep and cattle, establishment of forest plantations, or mining operations and, assessing the impacts of these changes on economic progress and environmental sustainability
- examining instances where people exert positive influences on the features of locations, such as reforestation efforts, land-care groups and initiatives to rehabilitate former mining, industrial or waste disposal sites
- identifying both positive and negative impacts of human activities on places in various countries, including those in Asia, Europe and North America

Students learn about the management of Australian environments, including managing severe weather occurrences such as bushfires, floods, droughts or cyclones and their consequences (AC9HS5K05)

- exploring how environments are utilised and managed through practices, laws and strategies such as zoning, the creation of wildlife corridors and the establishment of national parks to reduce human impact
- examining how environmental practices can lead to issues such as water shortages, increased floods or bushfires, as well as how these changes impact places and communities, and discussing ways to mitigate these effects through building regulations, zoning, firebreaks, controlled burns, and efficient irrigation practices

Skills: Questioning and Reasoning

Students learn to refine questions to analyse people, events, developments, places and systems (AC9HS5S01)

- generating different types of questions for different purposes, such as probing questions to gain details, open-ended questions to develop ideas, and practical questions to direct financial decisions
- generating questions to guide the identification and location of helpful sources for an investigation or project; for example, "Is this source relevant?", "Who can assist with this project?", "What rules or protocols must we follow?", "What resources are needed for this project?"

Activity

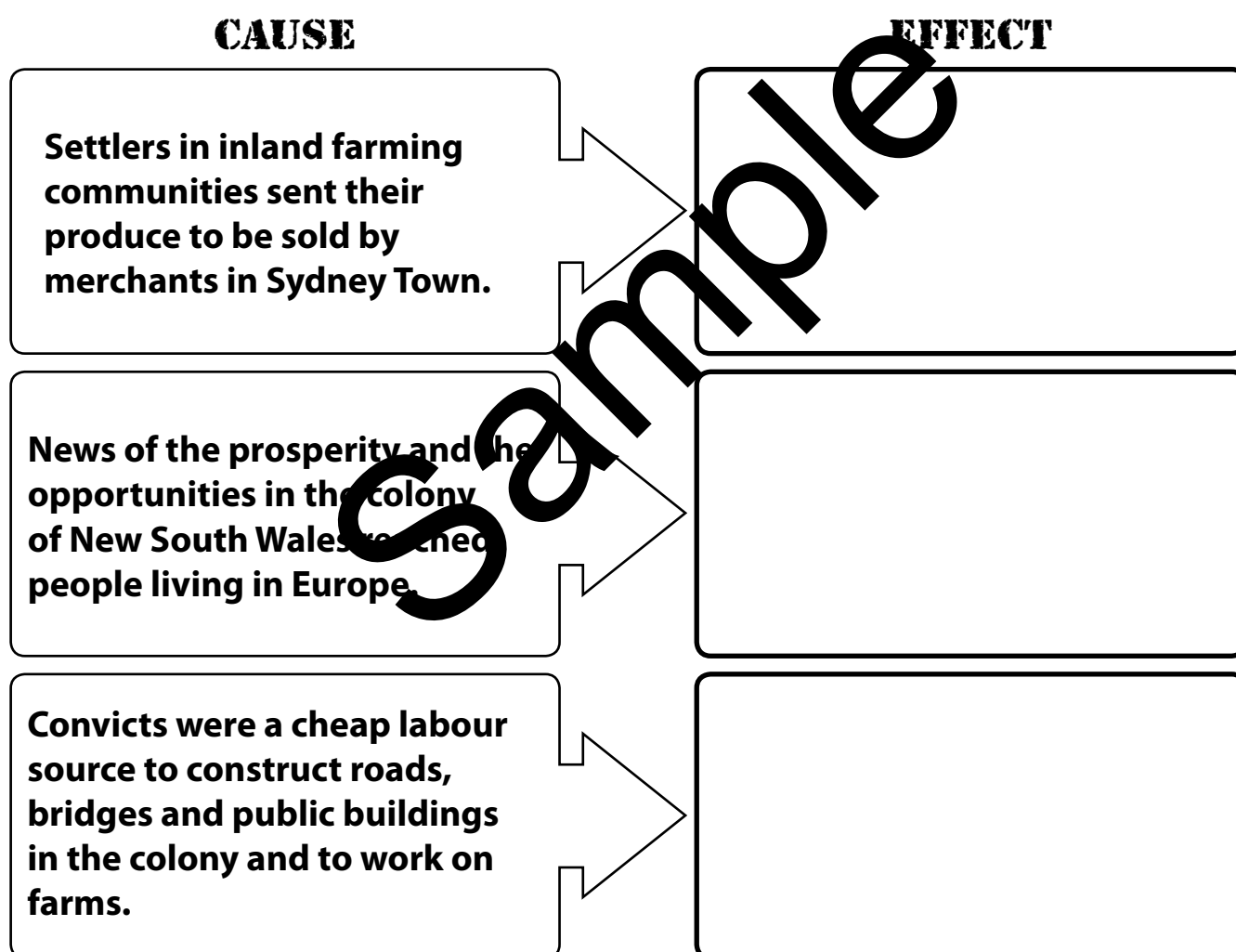
Landforms And Settlements 1

- ☐ Read the information on page 7 to help you to answer the questions and complete the tasks below.

1. Why were the first settlements in the Australian colonies located on ports?

2. What caused people to move away from the first settlements on ports?

3. Complete the cause and effect chart about the growth pattern of Sydney.

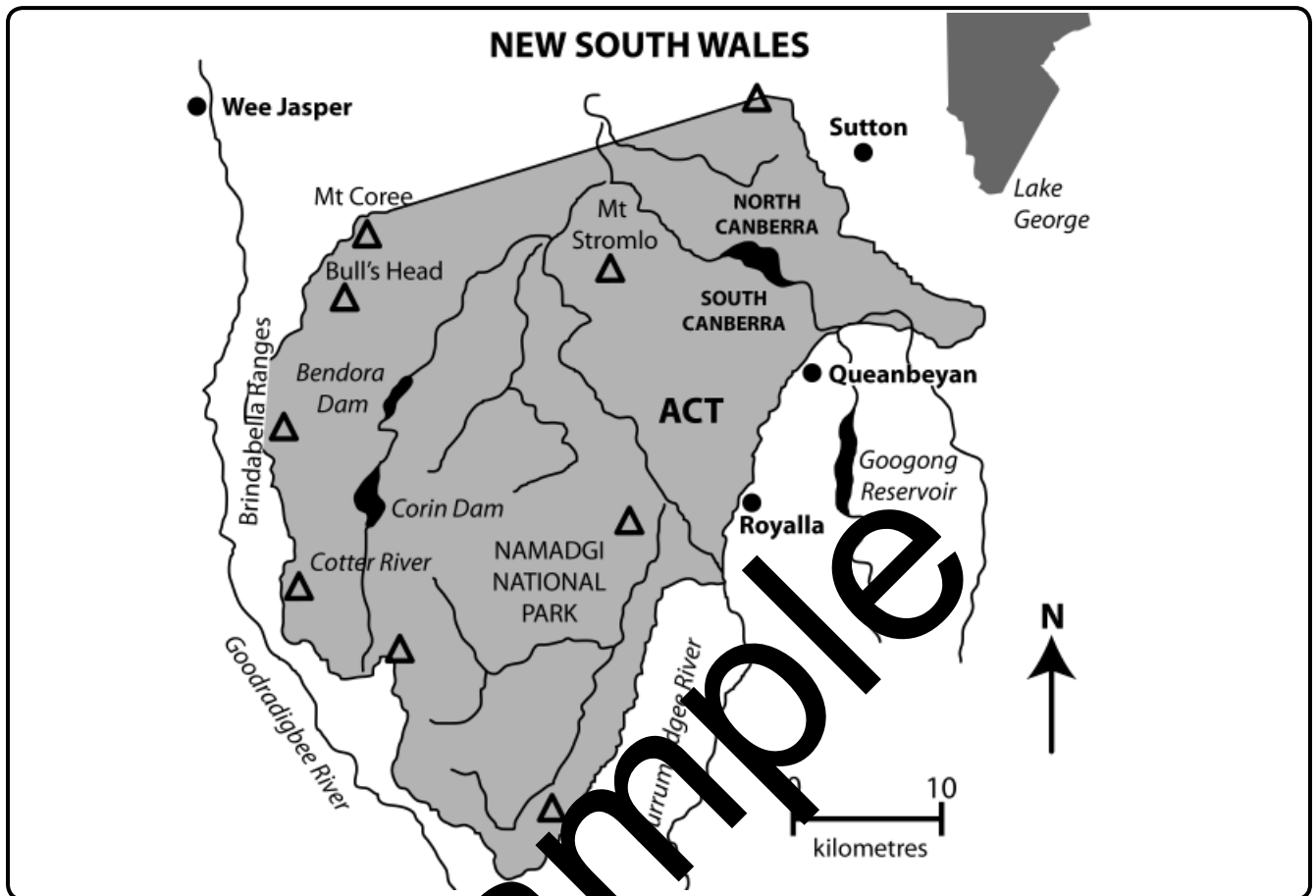


4. What if Indigenous Australians living in the territories around the colonies' port settlements had put up more resistance to Europeans taking their land? How might this have affected the growth of the first settlements?

Activity

Landforms Influence Development

- ☐ Study this map of the Australian Capital Territory.



1. The location of the Australian Capital Territory gives its residents access to a good water supply. From which source would the authorities of the Australian Capital Territory and Queanbeyan get their water?

2. How would you describe the terrain on the Australian Capital Territory's western boundary with New South Wales?

3. How would this terrain contribute to the Australian Capital Territory's water catchment area?

4. Do you think that Lake George would supply water to the Australian Capital Territory and Queanbeyan? Justify your answer.

Activity

Urban Development 2

- ☐ Study the two photographs of the border between Tweed Heads (New South Wales) and Coolangatta (Queensland). The top photograph was taken in 1926 and the photograph below in 2003. The road that you can see in both photographs is the main road separating the two places.
- ☐ Make observation notes next to each photograph.



Source: State Library Of Queensland.

My Notes



Source: Wikimedia Commons.

My Notes

1. In what ways have the twin cities of Coolangatta and Tweed Heads changed or stayed the same over the last 80 years? Make notes by each photograph before you write your final answer.

Activity

People Influence Places 1

- ☐ Read the information on page 25 to help you to answer the questions and complete the tasks below.

1. What is your local shopping centre like?

2. Why are shops in older inner city suburbs often organised in a strip along the main street?



3. How did big shopping centres "bring the city to the suburbs"?

4. Why is a shopping centre's location important to its success?

5. Work with a partner. Make a list in the box below of all the different types of shops that you know.

Sample

6. Highlight the shops in the box that you visit often. Are these the same type of shops that your grandparents might visit? _____

My Research

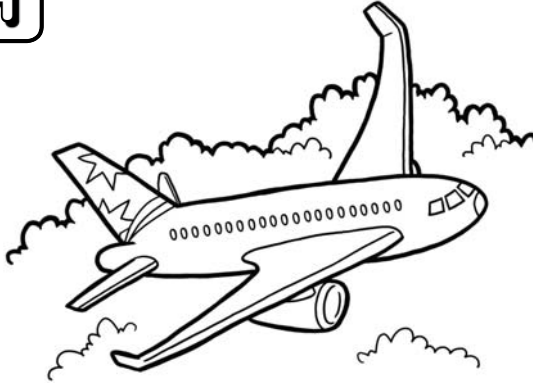
- ☐ What could you buy in the olden days in a: haberdashery, chandlery, hosiery, drapery and an apothecary? Where do we go today to buy these products? Write your response on the back of this sheet.

Activity

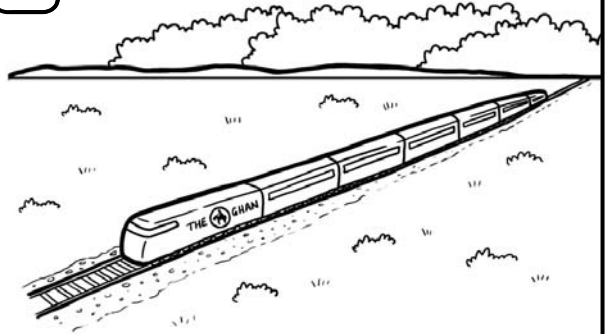
Tourism

- Look at the methods of transportation that tourists use to travel around Australia. Think about the advantages of each type of transport for tourists. Make brief notes under each image. Share your ideas with a partner.

1



2



3



4



Activity

A Local Planning Issue 2

- ☐ Look at the chart below which shows the types of services and facilities that a community provides for its residents.



- ☐ In the space below (and on the back of the sheet) plan a speech which argues against the development of one of the above services or facilities on a vacant grassed area at the end of your street. This speech should persuade others to reject the proposed development.

Speech

Sample

Activity

Australia's Climate 3

- ☐ Study the climate data for two Australian capital cities. Use the data in the tables to answer the questions.

Mystery Capital City 1: _____

	J	F	M	A	M	J	J	A	S	O	N	D
Average Max Temperature	32	32	29	25	21	19	18	18	20	22	25	29
Average Min Temperature	17	17	16	13	10	9	8	8	9	10	13	15
Average Rainfall (mm)	7	16	15	42	106	174	163	118	70	47	27	12

Mystery Capital City 2: _____

	J	F	M	A	M	J	J	A	S	O	N	D
Average Max Temperature	32	31	32	33	32	31	30	31	32	33	33	33
Average Min Temperature	25	25	25	24	22	20	19	21	23	25	25	25
Average Rainfall (mm)	406	342	312	297	20	1	1	6	17	71	141	235

- Which capital city experiences a hot summer and a cool winter?

- Which capital city has a long period of high rainfall?

- In Capital City 2, can you identify the seasons of the year? Why or why not?

- In Capital City 1, what is the total average rainfall for the summer months?

- Have you guessed the mystery cities using the data in the climate tables and the information from the Climate Zones of Australia map on page 38? Write the name of the cities in the spaces provided.

- Complete the cause and effect chart to show how vegetation in savannahs can be damaged.

CAUSE
EFFECT

Cane toads have invaded the tropical savannahs in Queensland and the Northern Territory. Cane toads eat the food sources of native frogs and amphibians.

Grasses and plants that were introduced to feed grazing cattle are replacing native savannah grasses and shrubs over vast areas.

Fertilisers from farms can run off into waterways like billabongs. Fertilisers cause algae to bloom and cover the surface. Some algae is toxic.

- Many of the mammals, birds, amphibians and reptiles found in tropical savannahs are unique to this environment. Prepare a Fact File (with a sketch) on one of the Top End's inhabitants. Make a note of its habitat, diet and habits. You could research the:

Long-tailed planigale Borroloola dtella Golden bandicoot Green pygmy goose

Activity

A Comparison Of Savannahs 2

- ☐ Study the data about Australia's tropical grasslands and the grasslands of East Nusa Tenggara Province, Indonesia.

Australia's Savannah Lands	East Nusa Tenggara Province
Land Area: 1.93 million km ² Population: 600,000. Population Density: 3.2 (people living in one square kilometre). Land Use: Cattle-raising on large pastoral properties, mining, tourism, agriculture, vast areas of untouched savannahs, conservation areas for fauna and flora.	Land Area: 47,876 km ² Population: 5,000,000. Population Density: 102 (people living in one square kilometre). Land Use: Small land holdings growing crops (fruit trees, vegetables, cassava, cocoa, coffee beans, tobacco, spices), timber products, raising livestock (cattle, pigs), tourism.

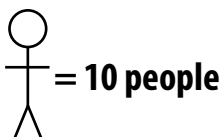
1. Compare the use of tropical savannah lands in northern Australia and East Nusa Tenggara Province, Indonesia. Write three facts.


FACT 1


FACT 2


FACT 3

2. Complete the legend to compare East Nusa Tenggara's population density to Australia's savannah land population density. You will be working with fractions.



Australia	East Nusa Tenggara

- ☐ What recommendations would you give to the owner of this house to make it safer in the event of a bushfire? Write your advice in the space provided.

Prepare **Act** **Survive**

