

Year 7 - Unit 2: Place And Liveability

Aligned with the Australian National Curriculum



Section 1:
The Location
Of Indigenous
Australians
Section 2:
Liveability
Section 3:
Around The World
Section 4:
Centrality
Section 5:
Other Factors
That Affect
Where We Live
Section 6:
Living Now And
In The Future



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Contents

Teachers' Notes	4	Australia And China 1	33
National Curriculum Links	4-5	Australia And China 2	34
SECTION 1: THE LOCATION OF INDIGENOUS AUSTRALIANS		SECTION 4: CENTRALITY	
Distribution Of Indigenous Australians 1	6	The Creation Of Cities 1	35
Distribution Of Indigenous Australians 2	7	The Creation Of Cities 2	36
Distribution Of Indigenous Australians 3	8	Australian Urbanisation 1	37
Distribution Of Indigenous Australians 4	9	Australian Urbanisation 2	38
Distribution Of Indigenous Australians 5	10		39
Distribution Of Indigenous Australians 6	11	SECTION 5: OTHER FACTORS THAT AFFECT WHERE WE LIVE	
	12	The Growth Of Local Towns 1	40
SECTION 2: LIVEABILITY	13	The Growth Of Local Towns 2	41
The Australian Population 1	14	Technology Can Determine Where We Live 1	42
The Australian Population 2	15	Technology Can Determine Where We Live 2	43
The Australian Population 3	16	Technology Can Determine Where We Live 3	44
Where Australians Live 1	17	Technology Can Determine Where We Live 4	45
Where Australians Live 2	18		46
Choosing To Live In Australia 1	19	SECTION 6: LIVING NOW AND IN THE FUTURE	
Choosing To Live In Australia 2	20	Weighing Up Where To Live	47
Choosing To Live In Australia 3	21	Where You Live	48
Choosing To Live In Australia 4	22	Future Living 1	49
Remoteness 1	23	Future Living 2	50
Remoteness 2	24	Future Living 3	51
Remoteness 3	25	Future Living 4	52
Living In Different Parts Of Australia 1	26		53
Living In Different Parts Of Australia 2	27	Why People Live Where They Do Glossary	54
Living In Different Parts Of Australia 3	28	Population Glossary	55
A Declining Town 1	29		
A Declining Town 2	30	Answers	56
SECTION 3: AROUND THE WORLD	31		
Other Countries	32		

Teachers' Notes

Year 7 - Unit 1: Resources In The World and *Year 7 - Unit 2: Place And Liveability* have been specifically written for Year 7 students studying Geography in Australia. The books have been written by the same author and are both part of the *Australian Geography Series* which comprises nine books in total. *Year 7 - Unit 2* is divided into six sections which clearly link to the Australian National Curriculum.

The first section investigates the factors which have influenced the location of Indigenous Australians over the years. It traces their movements and the reasons behind these movements.

The second section entitled *Liveability*, explores the reasons why people live where they do in Australia, and compares Australian life in urban, rural and remote places. *Around The World* is the title of the third section of the book and it makes a comparison between Australia and other countries.

Centrality is the name of the fourth section of the book as it explores urbanisation. The fifth section examines more factors which contribute to people's decisions to live in certain places, and the final section considers future living.

As students complete the activities in this book, they will learn to describe the significance, interconnection and characteristics of places, and identify the relationships between these. They will use concepts relating to location, distribution and pattern, to describe their observations and findings.

Each activity sheet is designed to engage the students and help them to develop an appreciation of why people live where they do.

Students will be encouraged to develop geography skills by: observing, questioning, planning, collecting, evaluating, processing, analysing, interpreting and drawing conclusions.

Curriculum Links

Knowledge and Understanding: Geography

Sub-strand: Place and Liveability

Students learn about elements that influence decisions about where to live, including perceptions of liveability and the impact of environmental quality (AC9HG7K05)

- exploring how the economic, cultural, spiritual and aesthetic value of places affect decisions about where to live; for example, economic - working in industries located in remote or very remote areas; Cultural - connections to specific cultural groups; spiritual - meanings attributed to places; aesthetic - preferences for city attractions ("bright lights") or rural settings ("tree change")
- examining the concept of liveability, how it is measured, and comparing objective measures, such as transportation infrastructure, with subjective measures, like personal perceptions
- comparing students' access to and use of spaces in their local area, and assessing how this influences their perceptions of liveability
- investigating the role of environmental quality in influencing decisions about where to live; for example, the importance of clean air, water, recreational facilities, scenic views and a favourable climate

Students learn about the position and distribution of services and amenities, and connotations for the liveability of places (AC9HG7K06)

- contrasting the location and distribution of services and amenities, such as clean water, sanitation, education and health services, in different settlement types (urban, rural, remote and very remote)
- investigating the importance of transport and technology in enabling people to access services and participate in activities in their local area
- examining the distribution of services and facilities in various settlement types (e.g. using aerial images of contrasting locations such as urban suburbs and rural or remote areas in Australia) to identify the implications for people, such as access to services and availability of amenities

Students learn about the cultural connectedness of people to places and how it influences identity, belonging and perceptions of a place, particularly for First Nations Australians and their connection to Country/ Place (AC9HG7K07)

- recognising places where people feel included or excluded, safe or threatened and explaining how this shapes perceptions of liveability
- investigating the importance of social connections and how they influence perceptions of liveability

Distribution Of Indigenous Australians 4

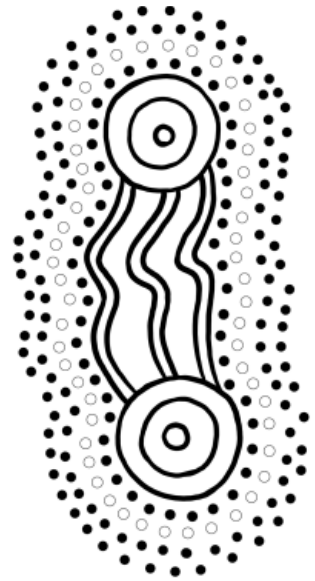
☐ After reading the text on page 9, complete the questions and tasks below.

A. Answer the questions.

1. How many people on average would a clan consist of?

2. Why would clans conflict?

3. European settlers could not see that the First Nations Australian people had their own social organisation. If the early settlers had understood the indigenous system of social organisation, do you think relations would have been different? Explain your answer.



B. Complete the flow diagram to show how First Nations Australian society was organised.



C. Use lines to complete each sentence about the Stolen Generations.

1. Children were forcibly taken from their ...
2. Children were taken to white families as ...
3. For ... years indigenous families were torn apart.
4. Children were told that they were ...

servants
families
orphans
ninety

The Australian Population 2

☐ Read the text on page 14, then complete the tasks below.

A. Complete the following timeline to show the major events that influenced Australia's population trends from 1901 to the present.

1901	E.g. Federation

B. Complete the questions.

1. Why do populations grow in times of economic security?

2. Why did the Australian Government want a high population for 'security' reasons after World War II?

3. How did access to the contraceptive pill change life for women?

4. What will the current generation of Australians need to do to ensure the continued growth of Australia's population?

C. Complete the questions.

1. Which time period do you think had the most impact on the population growth in Australia?

2. What facilities do you think it is important to have for retiring Baby Boomers (your grandparents)?

Choosing To Live In Australia 1

Read the information below, then complete the tasks on page 20.



Since 1945 the Department of Immigration and Citizenship has enabled more than seven million people to settle in Australia. Australia's society has been greatly shaped by the cultural and social traditions of those seven million people and subsequent families.

A slant on Australia's immigration program was the White Australia Policy. This policy was in existence in different forms from 1901 until it was finally totally disregarded in 1973. The policy only allowed people from 'white' backgrounds to

immigrate to Australia. Since 1973 this imbalance has been corrected.

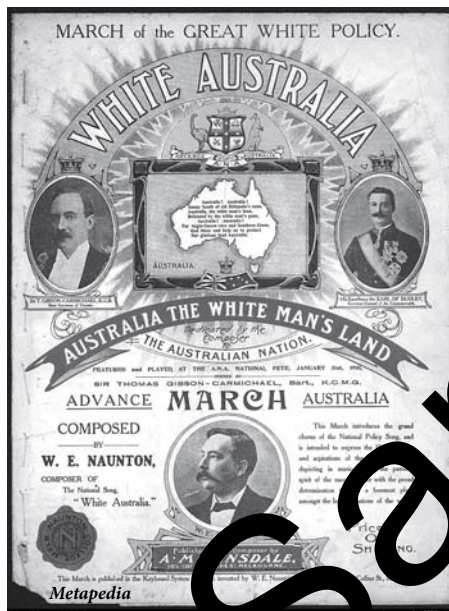
After World War II thousands of European people were displaced from their own country. Between 1945 and 1950, 200,000 people immigrated to Australia. One million more migrants arrived between 1950 and the early 2000s. The largest numbers of migrants have come from the United Kingdom, New Zealand and Asia.

Immigrants contribute to the distribution of population across Australia by supplying labour skills and knowledge. Agriculture and industry has expanded due to an increase in experienced professionals and workers. New technological knowledge has also benefited the rural development towns. A growing population has also meant additional taxes - so there is more money to put into new industries such as mining.

Internal Migration In Australia

Factors such as drought and changes in mining and industry have led to changes in internal migration in Australia.

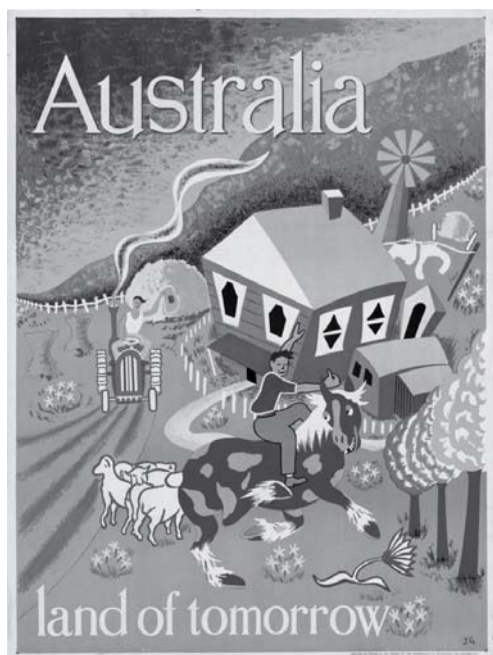
In Australia, migration is predominantly to coastal areas from rural and remote areas, however, over the past ten years Australia has seen a shift back to some rural and remote areas where the mining industry is supporting populations.



Source 1: The Australian Government poster entitled "Australia: Land of Tomorrow".

Between 1949 and 1951 this poster could be seen in reception rooms and dining halls at Australian migrant reception centres. Its purpose was to encourage people to make Australia their new home. Joe Greenberg is the creator of this poster, and the story goes that a migrant from Czechoslovakia told Greenberg that he had seen the poster in a European migrant camp and it had played a part in persuading him to migrate to Australia.

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Living In Different Parts Of Australia 1

- ☐ Complete the Before Reading section of the Anticipation Guide below, then read the information on page 27. After you have read the information, complete the After Reading section of the Anticipation Guide.

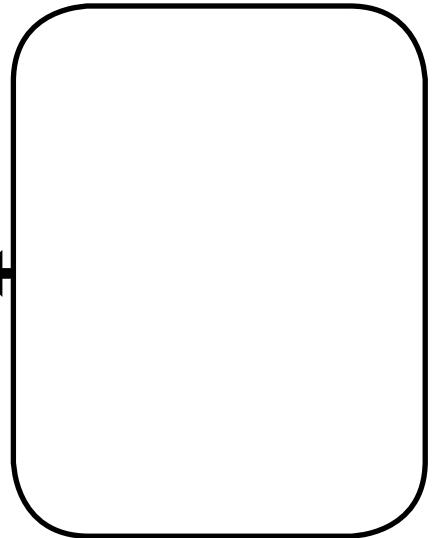
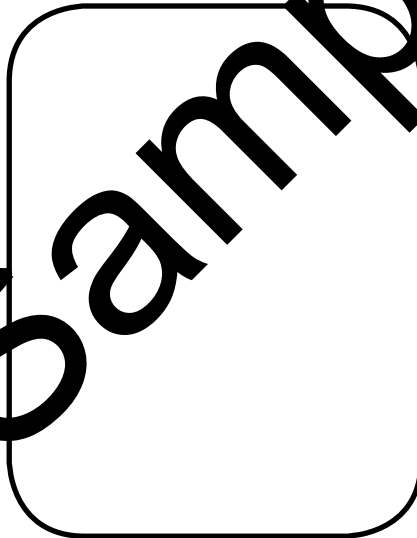
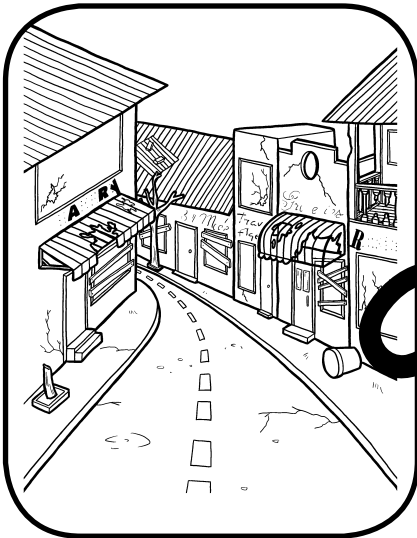
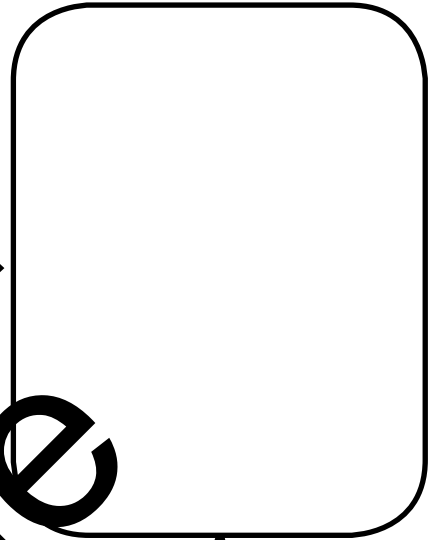
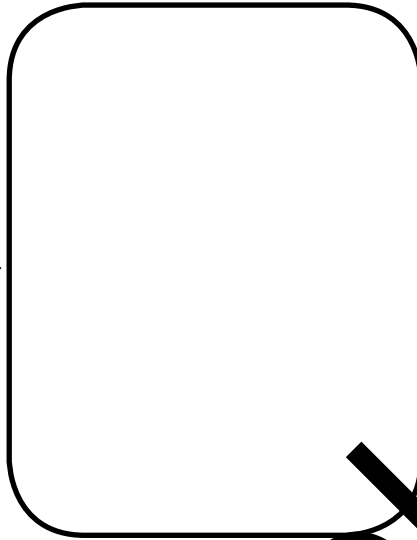
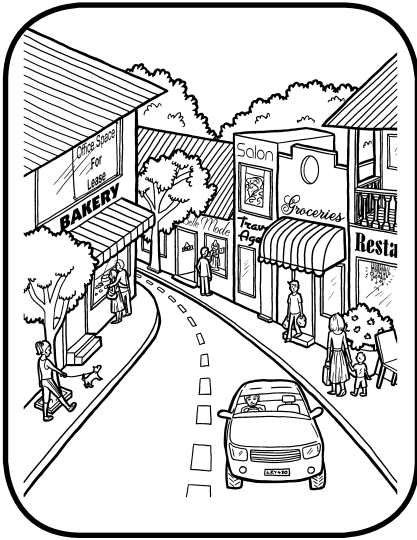
Subject: The advantages and disadvantages of living in different parts of Australia.

Anticipation Guide		
Selected Statements	Before Reading	After Reading
1. The cost of living is usually less in remote towns than cities.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
2. It is easier to access public transport in urban areas.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
3. There are more public facilities in rural areas than in remote areas.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
4. The coast of Australia is the country's most popular area to live.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
5. The living conditions are not the same in all rural towns.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
6. Living in a remote community means living an isolated life.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
7. Rural communities can provide an important role in continuing cultural traditions in Australia.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
8. Unemployment levels vary between urban, rural and remote centres.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
9. People living in remote communities have more health issues than those in urban or rural towns.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False
10. There is a high number of indigenous people living in remote Australian communities.	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False	I think this statement is ... <input type="checkbox"/> True <input type="checkbox"/> False

A Declining Town 2

☐ Continue to record your findings from the research carried out on page 29.

- A. Using the information that you have gathered on a town with a declining population, complete the flow chart below to show the effects that the declining population has had on the townspeople. Use images to fill in the missing boxes.



Challenge

- B. Do you think a town can reverse a fall in population? Explain what would need to happen for this to occur.

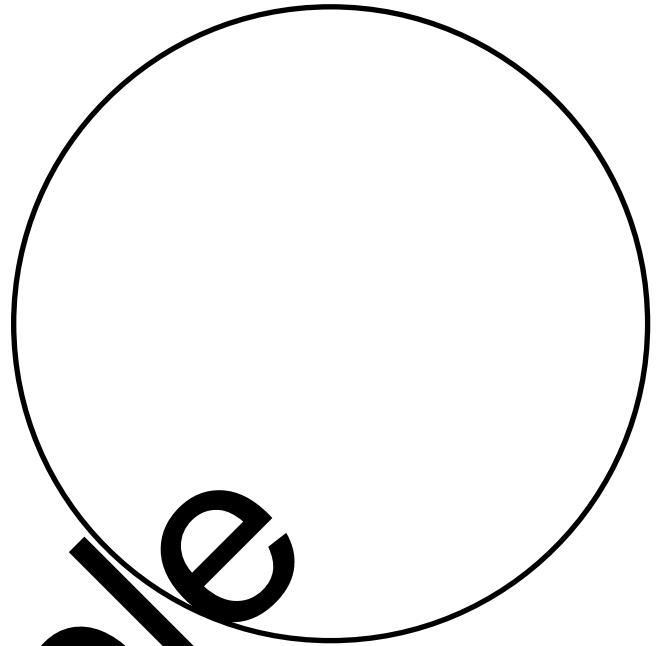


Australian Urbanisation 2

☐ After reading the text on page 38, complete the tasks below.

A. Complete a class survey to find out what types of housing your classmates live in.

TYPE OF HOME	TALLY
Free standing house	
Terrace house	
Duplex	
Unit	
Villa	
Apartment	
Town house	
Caravan	
Other	



B. Complete the pie graph above right using the results of your survey.

C. Answer the questions below.

1. What is the most common form of housing in your class?
2. What is the least common form of housing in your class?
3. Was there a type of housing that you had to add to the survey?
4. Predict what type of housing you will live in, in the future.

D. Describe the area where you live. Is it a suburb? Do you live in the city? Do you live in a rural town? Say what makes this area a desirable or undesirable place to live.

The Growth Of Local Towns 2

☐ Complete the tasks below. Reading the information on page 41 will help you.

- A. Name four different towns in Australia which have increased their population in the last five years due to the expansion of industry. Fill in the chart below.

Town: _____
Industry: _____



Outcome: _____

Town: _____
Industry: _____



Outcome: _____

Town: _____
Industry: _____



Outcome: _____

Town: _____
Industry: _____



Outcome: _____

Compare And Contrast

- B. In your own words describe any patterns or trends that you have discovered about population growth in towns.



Weighing Up Where To Live

- ☐ Complete the two simulations below which highlight that there are many factors which affect a person's decision to live in a particular area. The simulations require you to: • ask questions • organise information • analyse information • answer geographic questions.

Simulation A - Sarah and Tom

Sarah and Tom are married. Tom has just taken a job managing a retail store in a country town one and a half hours from their present home in the suburbs. Sarah is a primary school teacher at her local school and wants to stay in her current job. List the advantages and disadvantages of each scenario presented below.

Scenario	Advantages	Disadvantages
1. They move to the country town.		
2. They move closer to the country town but not all the way.		
3. They stay where they are and Tom commutes to work.		

Simulation B - Zane

Zane is thirteen years old. His parents have just told him that his father has been offered a new job as a doctor in a small rural town. They currently live one hour out of Sydney, and Zane has a long trip to and from school each day. If they move to the new town he will be able to do his schooling through SIDE. The job means a good pay rise for his father. List the advantages and disadvantages of each scenario presented below.

Scenario	Advantages	Disadvantages
1. They move to the country town.		
2. Zane's parents move and Zane attends a boarding school.		
3. They stay where they are so Zane doesn't have to leave his school.		