

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 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.

National Curriculum Links

Geographical Knowledge and Understanding

The representation of Australia as states and territories, and Australia's major natural and human features (ACHGK014)

- using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to locate and name the states, territories, major cities and regional centres in their own state
- identifying and describing the major natural features of Australia, for example, rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef

The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)

- using language maps to show how Australia was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places
- discussing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country and Places of many individuals and Language Groups
- describing how the boundaries between Aboriginal Countries are quite different to the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented

The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016)

- using a globe to locate New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste and Indonesia, labelling them on a map, and identifying the direction of each country from Australia
- describing the similarities and differences between their local place and places in neighbouring countries in their natural and human characteristics

The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)

- discussing how weather contributes to a climate type identifying the hot, temperate and polar zones of the world and the difference between climate and weather
- identifying and locating examples of the main climatic types in Australia and the world, for example, equatorial, tropical arid, semi-arid, temperate, and Mediterranean
- investigating and comparing what it would be like to live in a place with a different climate to their own place

The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)

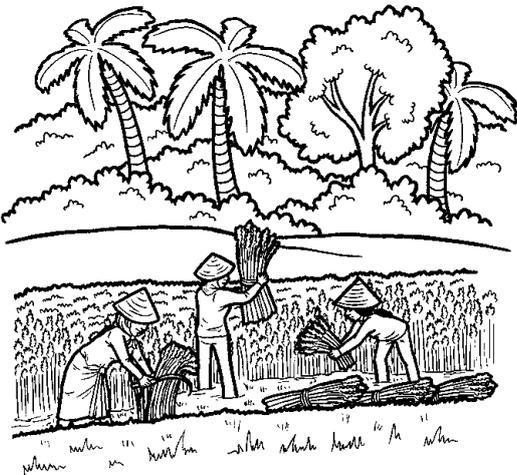
- reading and viewing poems, songs, paintings and stories about people's feelings about and attachment to places to explore the factors that influence people's attachment to place
- discussing why it is important to protect places that have special significance for people, for example, a wetland, a sacred site, a national park or a World Heritage site

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)

- exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, villages, towns, regional centres and large cities
- investigating the diversity of people who live in their place, using census data on age, birthplace, ancestry, language, religious affiliation, family composition or household composition, comparing them with the people in another place in Australia, and discussing their results
- discussing the similarities and differences in the types of work people do in their own place with a different type of place in Australia and a place in another country
- examining the similarities and differences between their daily lives and those of young people in a place outside Australia and discussing what it would be like to live in these places

Study the images below and make notes next to each picture. If you had to work harvesting rice, where would you rather carry out this work and why? Use the back of this sheet to record your response.

Image A -
**Rice Growing In
Indonesia**

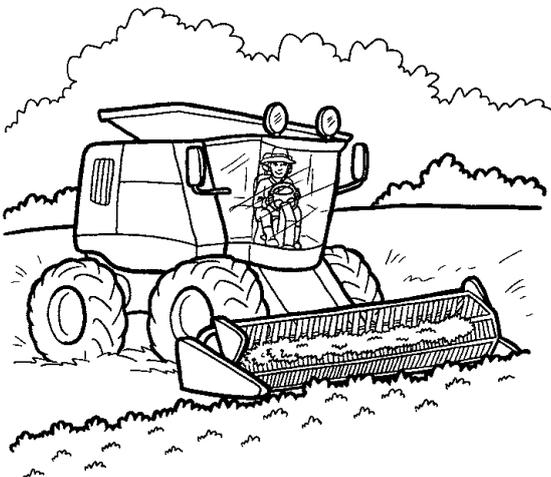


What is the land like where the rice is growing?

Who is harvesting the rice?

Who is going to eat the harvested rice?

Image B
**Rice Growing In
The Riverina**



What is the land like where the rice is growing?

Who is harvesting the rice?

Who is going to eat the harvested rice?

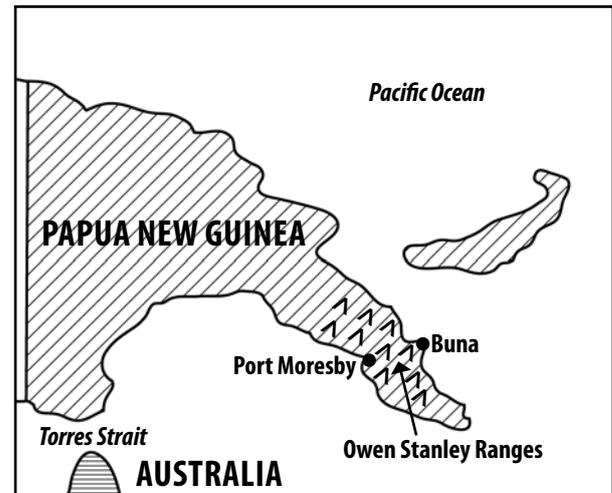
Papua New Guinea

The Kokoda Track in the Owen Stanley Ranges of Papua New Guinea (see map right) is celebrated in Australian history. During World War II Australian troops, who were greatly outnumbered, fought off the advancing Japanese Imperial Army in the rugged rainforest-covered mountains. Each year, Australian tourists venture to Papua New Guinea to follow in the footsteps of the diggers and experience the beauty and wildness of this landscape. To continue this connection with Papua New Guinea, the Australian Government has been working with local authorities to protect this important part of Australia's heritage.



Partnerships With Local Communities

The Owen Stanley Ranges is home to a variety of unique plants and animals, like Goodfellow's tree kangaroo, which is found nowhere else on the planet. The 96 kilometre trek from Buna to Port Moresby is Papua New Guinea's biggest tourist attraction and provides important income for national and



local authorities. The track weaves its way through the homelands of Papuan New Guineans. Up to 5,000 tourists per year trek the Kokoda Track and their presence has impacts on the villagers and the natural environment. The Australian Government is currently working closely with communities to help improve the lives of local people and at the same time develop tourist facilities along the track.

Help Given To Local Communities

Australian aid is invested in projects to:

- improve water supplies and build toilet facilities;
- build community schools and to train teachers;
- train health workers and supply health centres with equipment;
- help local people to look after their natural heritage;
- construct river crossings to reduce the risk of accidents on the Kokoda Track.

Activity

Similarities And Differences

Read the information on page 29 to help you to answer the questions below.

1. What does the information suggest about water supplies in Papua New Guinea?

2. What does the text suggest about education in Papua New Guinea?

3. What does the text suggest about medical facilities in Papua New Guinea?

A Comparison

In what ways do you think your life in Australia is similar to or different from a young person's life in Papua New Guinea? Use the information on page 29 together with additional research to complete the table below.

Your Life	Life in Papua New Guinea
	

Activity

Australia And Indonesia

- 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
<p>Land Area: 1.93 million km²</p> <p>Population: 600,000.</p> <p>Population Density: 3.2 (people living in one square kilometre).</p> <p>Land Use: Cattle-raising on large pastoral properties, mining, tourism, agriculture, vast areas of untouched savannahs, conservation areas for fauna and flora.</p>	<p>Land Area: 47,876 km².</p> <p>Population: 5,000,000.</p> <p>Population Density: 102 (people living in one square kilometre).</p> <p>Land Use: Small land holdings growing crops (fruit trees, vegetables, cassava, cocoa, coffee beans, tobacco, spices), timber products, raising livestock (cattle, pigs), tourism.</p>

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



FACT 1

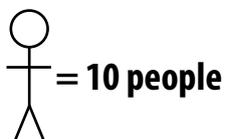


FACT 2



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.



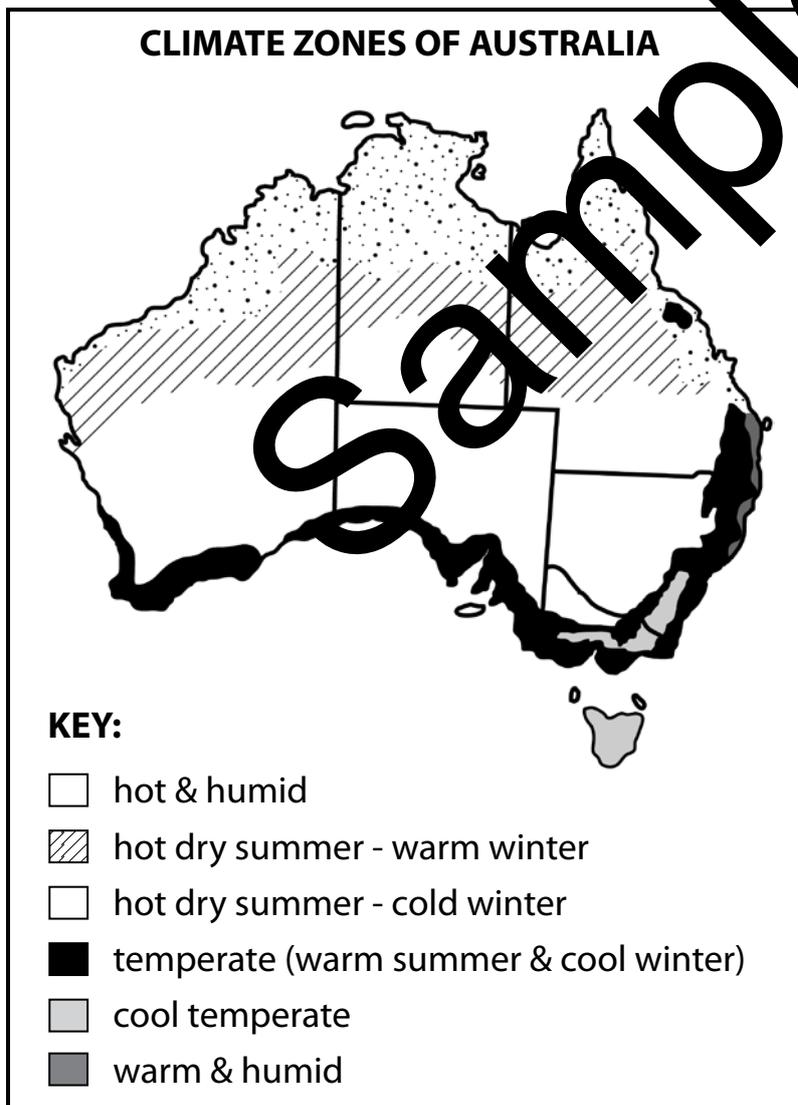
Australia	East Nusa Tenggara

Australia's Climate Zones

You've probably heard people talk about the "Australian Climate" and images of sunny summers and wet winters come to mind. The fact is that Australia is a vast continent that experiences not just one type of climate. While people swelter in the tropical heat in Cairns in January, others in Hobart may be turning on the heater at night. Large states and territories can have several climate zones. The state of Queensland has six different types of climate in

its 1 723 936 kilometre² area (an area five times the size of Japan). Queensland's climates range from hot and humid in the Gulf Country to the cool forests of the Atherton Tableland.

There are six main climate zones in Australia. These zones have been determined by temperature and humidity (rainfall and water vapour) patterns recorded over a long period of time. The map below left shows these climate zones.



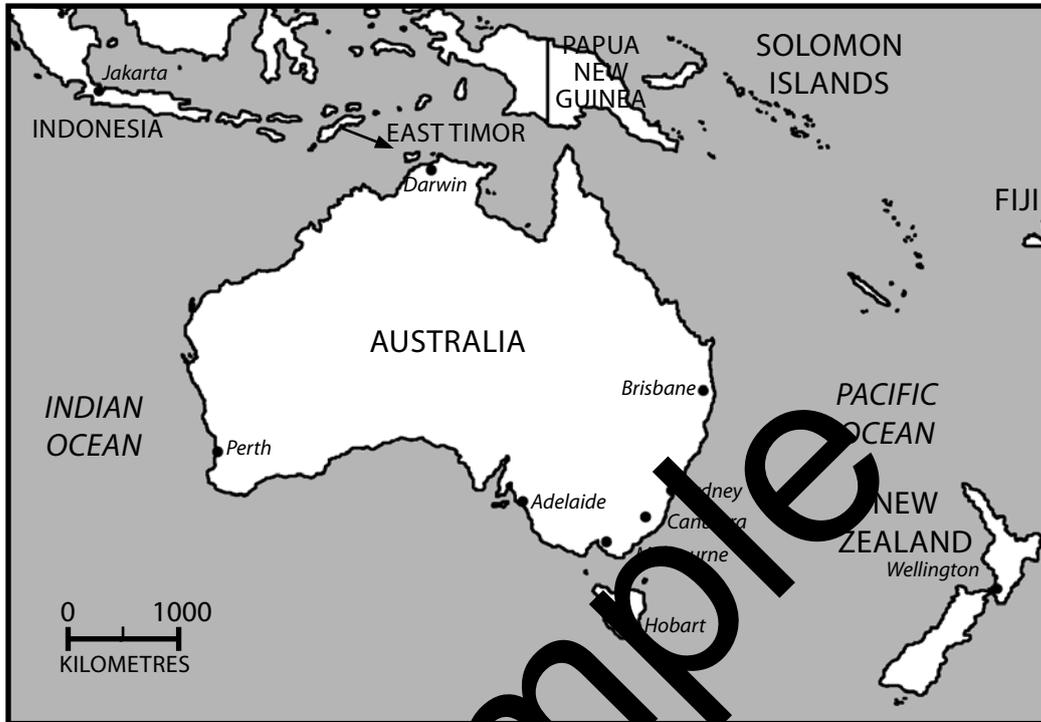
Other Factors Which Influence Australia's Climate

In addition to temperature and rainfall, the following characteristics also influence the climate of a region:

- the altitude or elevation of a place (for example, a high mountain);
- wind patterns in the Southern Hemisphere (south-east trade winds, westerlies);
- types of vegetation (dense vegetation absorbs heat, snow reflects heat, etc.).

- Study the map below of Australia and its neighbouring countries of Oceania. Complete the questions by using the information from the map.

Map Of Oceania



1. Name four countries that belong to the Oceania region.

2. True or false? Write your answers in the spaces.

a. Canberra is closer to Wellington (the capital city of New Zealand) than it is to Perth.

b. Darwin's nearest neighbour to the north-west is Indonesia.

c. Perth is south west of New Zealand.

d. Adelaide is about 1,700 kilometres from Brisbane.

3. Colour Papua New Guinea. To which Australian state is it closest?

4. Colour New Zealand. Which Australian state is the furthest away from it?

5. Is Indonesia or East Timor closer to Australia? _____

Activity

Locating Places Within Australia

☐ Use your atlas for this task.

1. On the map below label the major cities and regional centres in each state or territory.
2. Draw in a river that you know on the map.
3. Label the Great Dividing Range and the Great Barrier Reef on the map.

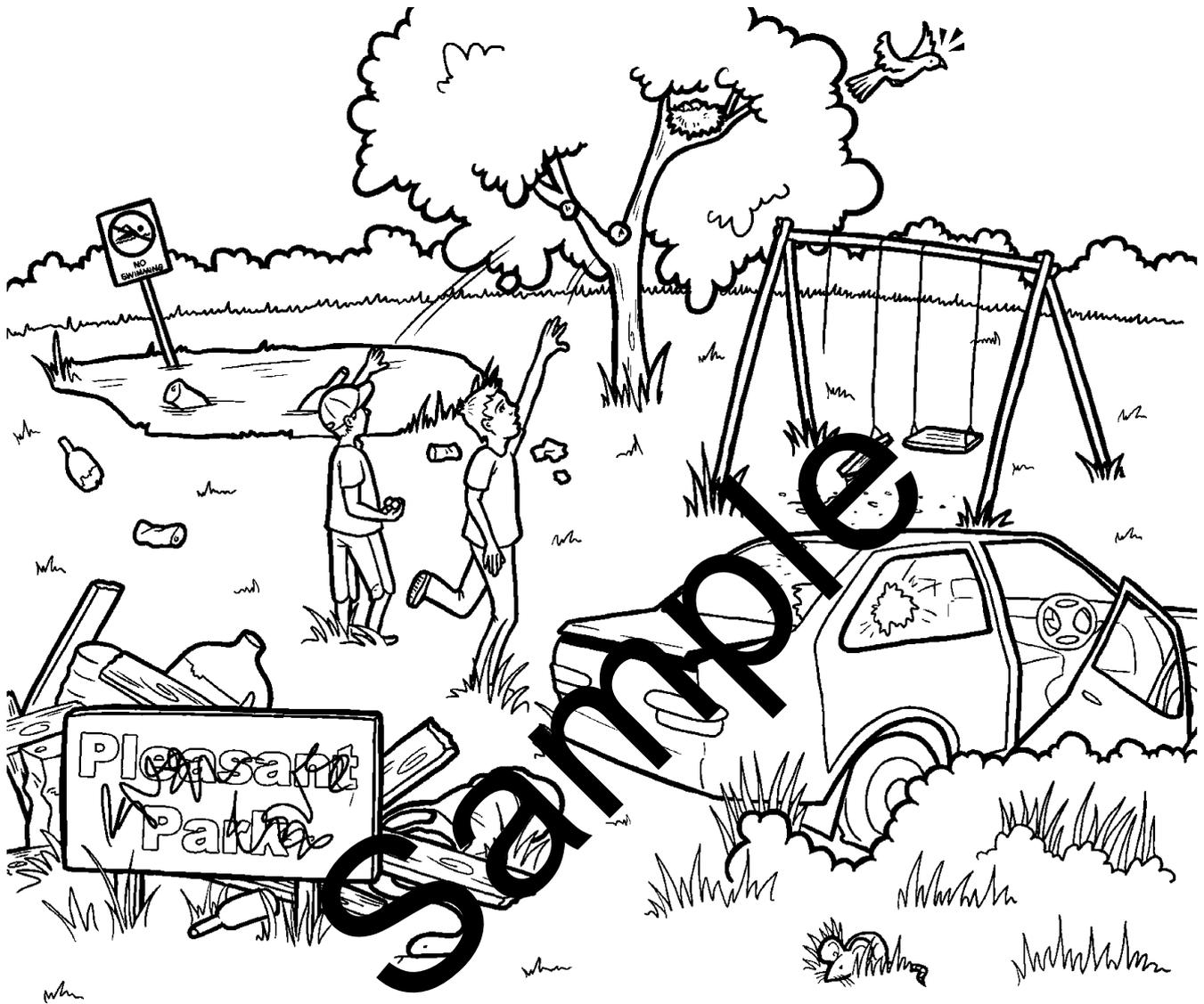
LEGEND

● capital city	🐄 agriculture
☐ regional centre	⚒️ mining
🐟 fishing industry	🧑 tourism
△ coal	🏔️ alps

Deserts in Australia that I know are:

Rainforests in Australia that I know are:

- Look at this picture of a park. Think about whether you would like to visit this park.



- How could you make improvements to this park? Make a list of five jobs that need to be done to make this park a more enjoyable place to visit.

- _____
- _____
- _____
- _____
- _____