



Aligned with the Australian
National Curriculum



GEOGRAPHY

For Australian Students

YEAR 1



- Section 1:
Natural Features
- Section 2:
Managed Features
- Section 3:
Constructed Features
- Section 4:
Natural Features In
Dreaming Stories
- Section 5:
Looking After
Features Of Places
- Section 6:
Weather And Seasons
- Section 7:
Water Activities
- Section 8:
Mining And
Manufacturing
- Section 9:
Waste

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Teachers' Notes

Geography For Australian Students: Year 1 is linked to the latest version of the National Curriculum. It is part of a six book series created by the same author. There are nine sections in this book altogether.

In the first section, students will learn that natural features are not formed by people but are formed naturally over time. They will identify: mountains, rivers, valleys and hills as examples of natural features.

In the second section, students will understand that managed features are different from natural features because they are managed by people. They will consider the people who work in managed places, such as gardeners and farmers.

The third section is entitled *Constructed Features*. Students will learn that constructed features are built by people. They will identify who creates constructed features for a living. Students will understand that over time more and more constructed features have been built in our environment.

In section four, students will learn that indigenous Australians explain the creation of natural features through storytelling. Stories which tell about the creation of the River Murray and Gosses Bluff are a focus, as well as the figure Baiame who is a creator spirit in Dreaming stories.

The fifth section focuses on the many places that students share with other people, such as: local parks, museums and heritage buildings. Students will identify behaviours that take care of places and consider consequences of negligent actions.

The sixth section is entitled *Weather And Seasons*. Students will learn that there are four seasons. Months and typical weather patterns in each season are identified. Students will recognise that some countries have their seasons at different times of the year from Australia. The Bardi People's seasonal calendar and weather in Antarctica are points of comparison.

The seventh section is entitled *Water Activities*. Students will learn that what people do depends on where they live. They will identify coastal and inland areas of Australia and recognise that activities differ from place to place. Students will consider activities done in lakes, rivers and oceans and specifically consider an Aboriginal family living by the River Murray. How farmers use lakes and the purpose of jetties are also a focus.

The eight section is entitled *Mining And Manufacturing*. Students will identify a number of mines in Australia and think about their locations. They will understand what types of minerals and materials can be mined. Students will understand the concept of manufacturing goods.

The final section is entitled *Waste*. Students will learn what items can be recycled and what can't. They will learn how to recycle a variety of items correctly and think about their local bin system and locate a local recycling drop-off point. They will map the journey of general waste to landfill and understand how landfill works. They will be able to differentiate between the terms reduce and reuse and specifically look at water usage to help make this differentiation.

Pair work, surveys, image analysis and matching exercises are just some of the ways that the students will demonstrate their knowledge as they work through this resource. Activity answers are provided at the back of the book.

National Curriculum Links

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

Elaborations

- using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map
- recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place
- using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings)
- describing local features people look after (for example, bushland, wetland, park or heritage building) and finding out why and how these features need to be cared for, and who provides this care

The weather and seasons of places and the way in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)

Elaborations

- describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of
- comparing the Aboriginal and Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four-seasons calendar derived from Europe

Activities in the local place and reasons for their location (ACHASSK033)

Elaborations

- identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office, recreational farming, manufacturing, waste management activities), locating them on a pictorial map, and suggesting why they are located where they are
- exploring activities in the local rivers, lakes and coastal waters and identifying constructed features (for example, Aboriginal eel traps, jetties, shark nets, fish farms)
- describing how they rearrange the space within the classroom for different activities (for example, reading time or a drama)

A mountain is a natural feature that rises above the land and takes millions of years to form.

1. Circle the word that tells you how many years it takes for a mountain to form.

HUNDREDS

MILLIONS

THOUSANDS

2. Circle the word that best tells you how long it takes for a mountain to form.

QUICKLY

SLOWLY

PROMPTLY

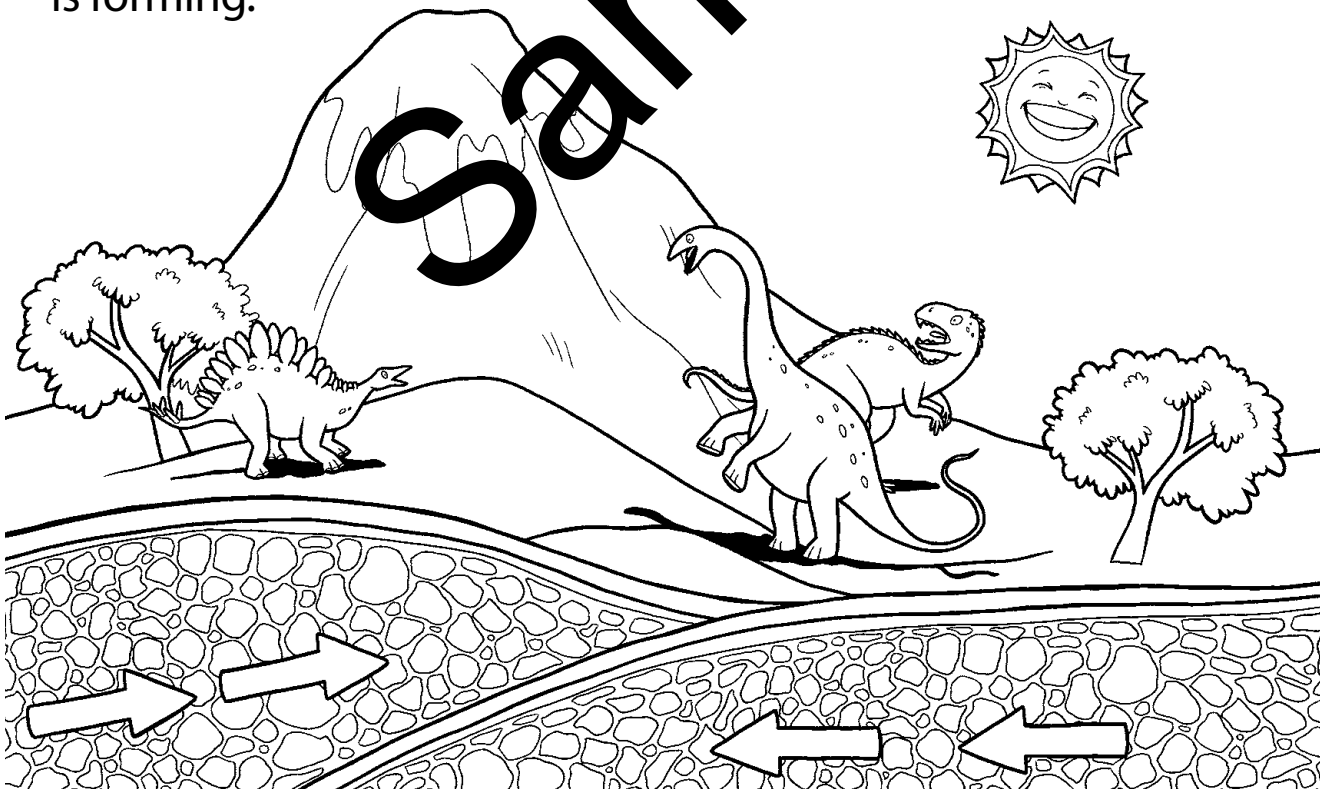
3. Circle the word that tells you what a mountain looks like.

TALL

SMALL

TINY

4. Mountains are made when the Earth's crust (called plates) collide and buckle up. Label the plates. Colour where a mountain is forming.

**Did You Know?**

Mount Kosciuszko is Australia's highest mountain. It is 2,228 metres above sea level!



Rivers are natural features. Little streams, made from melted snow on the top of mountain peaks, join together to make rivers. Where a river begins is its source. Where a river runs into a sea is the mouth of a river.

1. Draw lines to label the diagram.

**LITTLE
STREAMS**

SOURCE

MOUTH



2. Use the words to complete the cloze.

STREAMS

SOURCE

MOUTH

When little _____ join together they can create a river. The beginning of a river is known as a _____.

When a river runs into a sea it is known as the _____ of a river.

4. A river I know is _____

**Did You
Know?**

The Amazon River in South America is the world's longest river! It is 6,992 kilometres long.



Do you like rice? Rice is grown in fields. To grow rice, people need to manage the land carefully.

1. Soil To grow rice you need a special type of soil - acidic clay soil!	2. Land To grow rice you need to level the land (make it flat).	3. Water To grow rice, you need to flood the land with water.
4. Seed To grow rice, you plant rice seeds in rows.	5. Compost To grow rice, you add compost to the soil.	6. Drain Before removing the rice grains, you should let the water dry out.

1. Use the words to complete the cloze.

KEPT HIGH

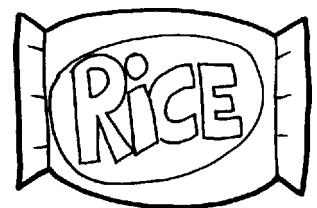
LEVEL

COMPOSTED

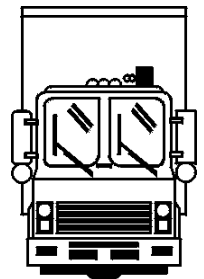
Land must be _____.

Water must be _____.

Soil must be _____.



2. How do you think the rice reaches Australian shops?



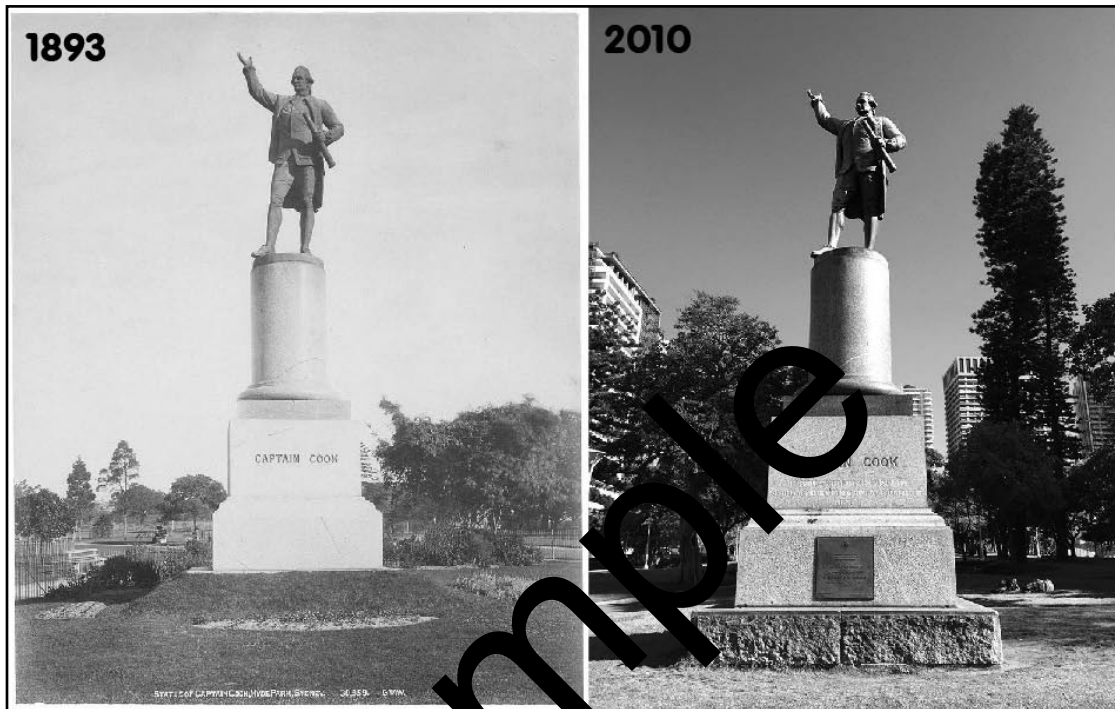
Did You Know?

You can grow rice at home!



Constructed features are made by people.

1. Look at the statue of Captain Cook in the past and present.
Circle some differences.



2. Circle the correct word.

In the past, there were **FEWER** / **MORE** constructed features than there are today.

3. Write down two reasons why it is important to keep as many natural features as we can in our world.

Reason 1:

Reason 2:

After listening to your teacher tell the Dreaming story Gosses Mountain Range, complete the activities.

1. Use the words to fill in the spaces.

AUSTRALIA MOUNTAINS TERRITORY TNORALA FLAT

The Aboriginal name for Gosses Bluff is

_____. You can find Gosses

Bluff in the Northern _____ in

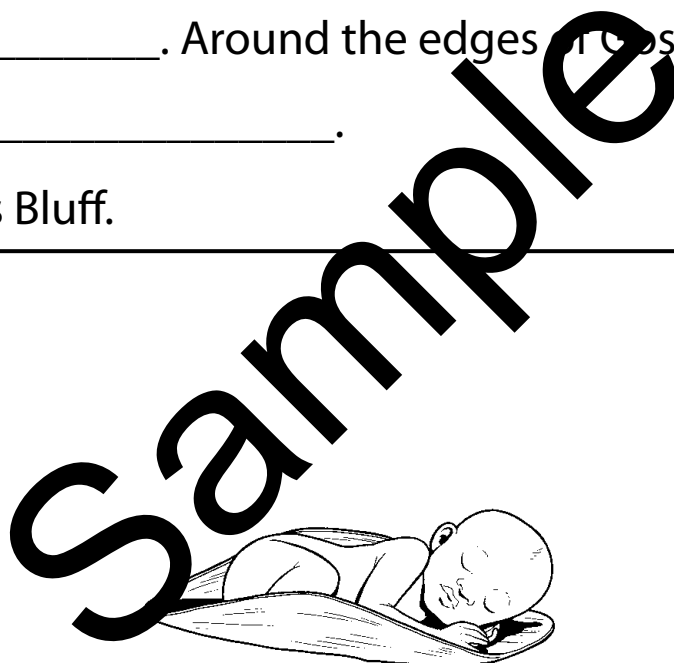
_____. The middle of Gosses Bluff is

_____. Around the edges of Gosses

Bluff are _____.



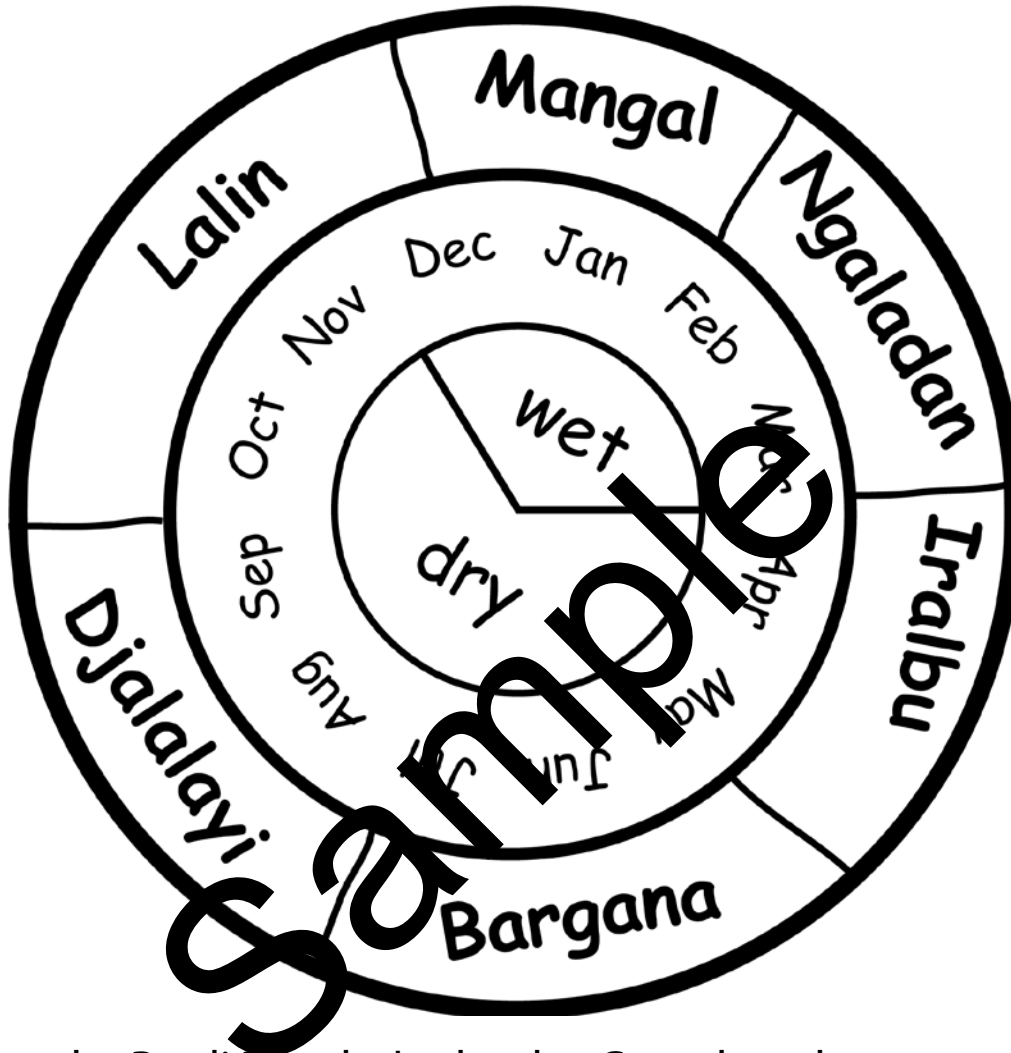
2. Draw Gosses Bluff.



3. Complete the True or False chart about Gosses Bluff.

In the Dreaming story a baby falls from the sky and creates the flat area in the middle of Gosses Bluff.	<input type="checkbox"/> True <input type="checkbox"/> False
In the Dreaming story, the women dance on Gosses Bluff.	<input type="checkbox"/> True <input type="checkbox"/> False
Gosses Bluff is a constructed feature.	<input type="checkbox"/> True <input type="checkbox"/> False
Gosses Bluff is a mountain range.	<input type="checkbox"/> True <input type="checkbox"/> False

Indigenous Australians have their own calendars and seasons. The Bardi Peoples live north of Broome in Western Australia.



1. Look at the Bardi Peoples' calendar. Complete the sentences.

- i. There is a wet season and a _____ season.
- ii. Mangal is in the _____ season.
- iii. Ngaladan is in the _____ season.
- iv. Iralbu is in the _____ season.
- v. The wet season is _____ than the dry season.

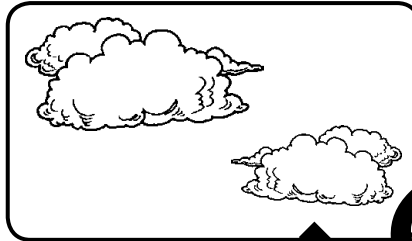
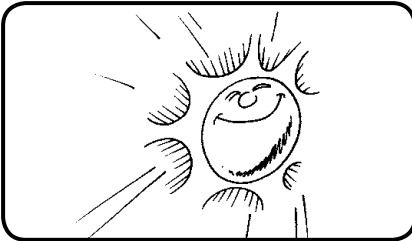
2. What type of weather do you like?

The weather is always changing. Go outside to complete this sheet.

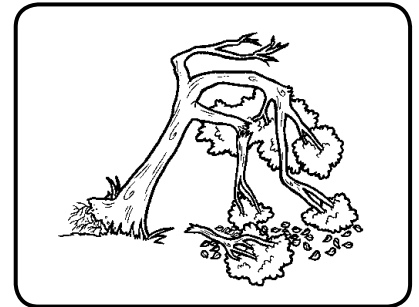
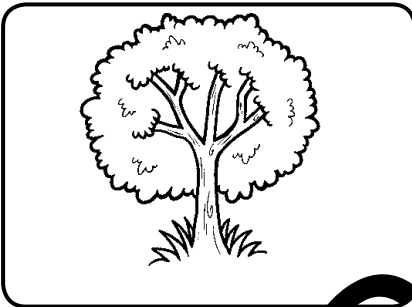
1. Is it sunny or cloudy? _____

2. Is it raining? _____

3. Circle what the sky looks like today.



4. Colour the tree that shows how windy it is outside today.



5. What is today's temperature? _____

6. Draw a picture to show what you are wearing. Write a sentence to go with your drawing.
