



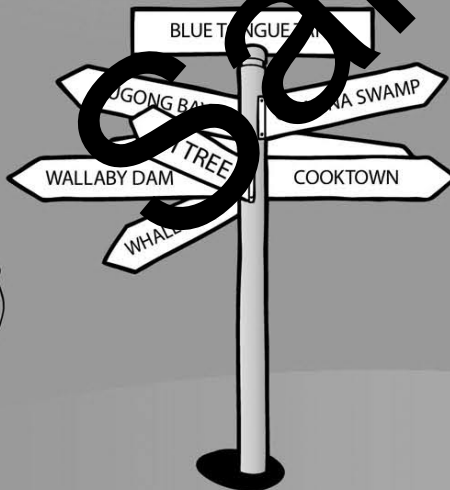
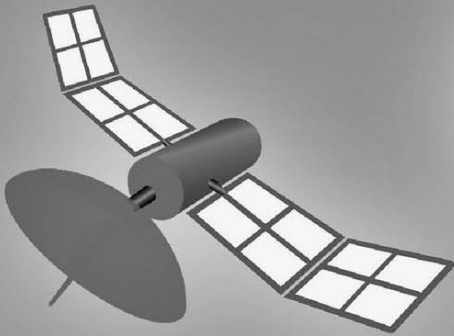
Aligned with the Australian
National Curriculum.



GEOGRAPHY

For Australian Students

YEAR 2



Section 1:
LABELLING OUR GLOBE

Section 2:
NAMES OF PLACES

Section 3:
THE SIZE OF PLACES

Section 4:
INDIGENOUS
AUSTRALIANS

Section 5:
GLOBAL LINKS

Section 6:
PLACES

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Teachers' Notes

Geography For Australian Students: Year 2 is linked to the latest version of the Australian National Curriculum. It is part of a six book series created by the same author. There are six sections in this book altogether.

The first section is entitled *Labelling Our Globe*. Students will identify the seven continents and study their relative locations and populations. Students will locate the equator, hemispheres, the tropics and the North Pole and the South Pole on a globe.

The second section is entitled *Names Of Places*. Students will learn that places get their names in different ways. Some places are named after fauna and flora, while other places are named after famous events and people. Students will understand that indigenous Australians had names for most places before European colonialists arrived in Australia. Dreaming stories which explain how places got their names are a focus.

The third section is entitled *The Size Of Places*. Students will think about the relative sizes of places and spaces. They will understand the comparative sizes of regional, national and global spaces.

The fourth section is entitled *Indigenous Australians*. Students will learn about the creation beliefs of the traditional owners of the land and how these are communicated through Dreaming stories.

The fifth section is entitled *Global Links*. Students will learn that we can be connected to other countries through events, trade, origin, family and friends, what we buy and through global responsibilities. Students will be introduced to the concept of foreign aid, explore how much Australia gives to other countries in aid, why we do this and how it helps.

The final section of this resource is *Places*. Students will make a link between distance and how often they go to a place. Students will compare travel in the past to travel today, and realise that technology has enabled us to travel the same distances in a shorter time frame. They will also consider the impact of different forms of transportation and better road systems. Students will examine telecommunications and consider how the invention and wide use of telecommunications has affected the need to travel.

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

Curriculum Links

The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047)

- investigating the definition of a continent and the seven-continent and six-continent models
- using geographical tools (for example, a globe and world map) or digital applications such as Google Earth to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map
- describing the location of continents and oceans relative to Australia, using terms such as north, south, opposite, near, far

The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048)

- examining the names of features and places in the local area, the meaning of these names and why they were chosen
- investigating the names and meanings given to local features and places by the local Aboriginal or Torres Strait Islander Peoples
- describing the scale of places, from the personal (home), the local (their suburb, town or district), the regional (state) to the national (country)

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)

- explaining that some Aboriginal and Torres Strait Islander people have special connections to many Countries/Places (for example, through marriage, birth, residence and chosen or forced movement)
- discussing how some people are connected to one Country (for example, because it is "mother's Country" or "father's" Country)
- describing the connections of the local Aboriginal and Torres Strait Islander People with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources

The connections of people in Australia to people in other places and across the world (ACHASSK050)

- examining the ways people are connected to other places (for example, through relatives, friends, things people buy or obtain, holidays, sport, family, origin, beliefs or through environmental practices such as where their waste ends up and its effect on people there)
- exploring how their place may be connected to events that have happened in other places (for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia)

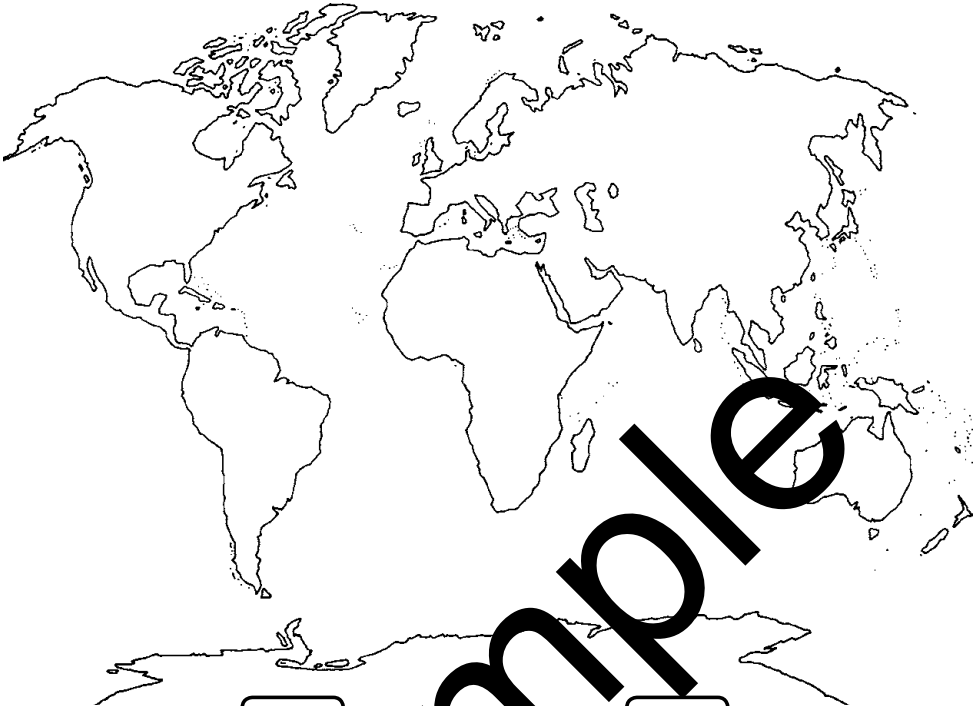
The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)

- investigating the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons
- suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern
- investigating how people's connections with places are affected by transport and information and telecommunications technologies

Use the information on page 7 to help you to complete this activity page.

There are seven continents in the world.

1. Use colour to show where the continents are located.



Key

<input type="checkbox"/> Asia	<input type="checkbox"/> Europe	<input type="checkbox"/> Oceania
<input type="checkbox"/> Africa	<input type="checkbox"/> Antarctica	<input type="checkbox"/> South America
<input type="checkbox"/> North America		

2. Which continent is far away from where you live?

3. Which continent is close to where you live?

4. Which continent would you most like to visit and why?



Labelling The Globe

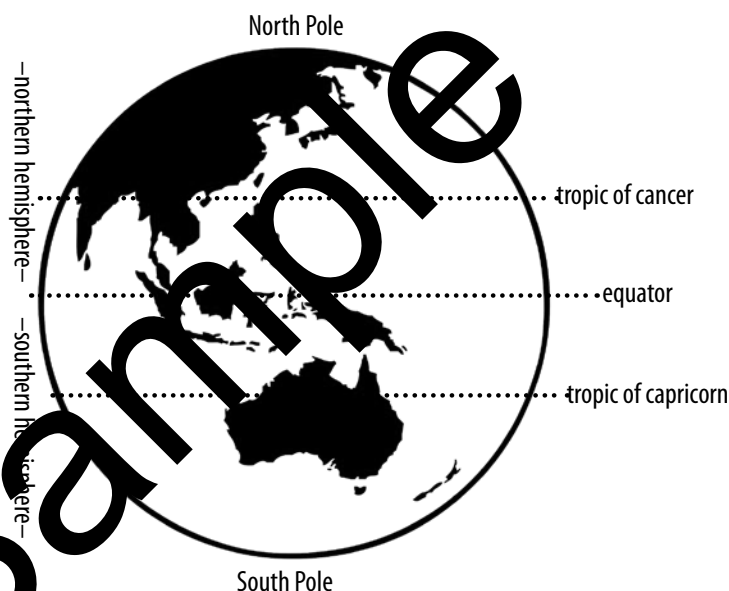
Read the information, then complete the activity sheets which follow.

Fast Facts

North Pole	South Pole
The North Pole is located in the middle of the Arctic Ocean so nobody lives there.	The South Pole lies over the continent of Antarctica, so it sits on a continent.
The North Pole is warmer than the South Pole.	The South Pole is colder than the North Pole.

Equator

The equator is an imaginary line that runs through the centre of the Earth and divides it into the northern and southern hemispheres. It lies across water and land. Near the equator there is little temperature change so there are no seasons.



Tropics

The Tropic of Cancer and the Tropic of Capricorn are regions which sit either side of the equator!

Fast Facts

Northern hemisphere	Southern hemisphere
Europe, Asia, and North America are located in the northern hemisphere.	Antarctica and Australia are located in the southern hemisphere.
It has more land.	It has more oceans and less land.
It has 90% of the world's population.	It has 10% of the world's population.

Use your research skills to help you to complete this activity page.

Important Events

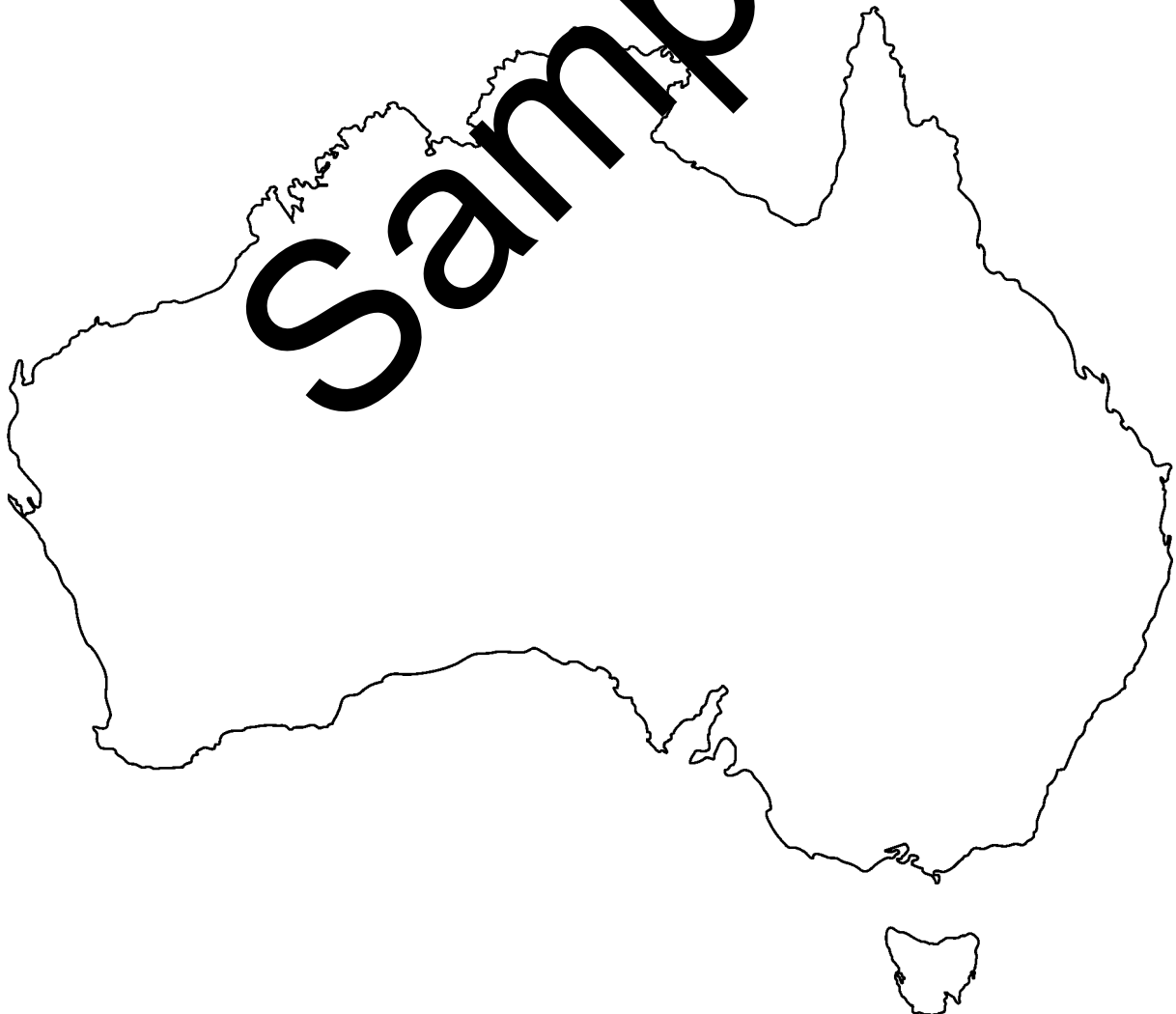
Some places have been named after Australian events, such as celebrations, wars and conflicts.

ANZAC Square = in Brisbane was named after ANZAC soldiers who fought in World War I.

Federation Point = in New South Wales was named after the Federation in 1901 which marked the joining of the Australian colonies.


Eureka Place = in Victoria was named after the Eureka Stockade in 1854.

☐ Locate the places on the map. Add your own example.



Use the information on page 20 to help you to complete this activity page.

☐ Complete the storyboard to retell how Lake Barrine got its name.

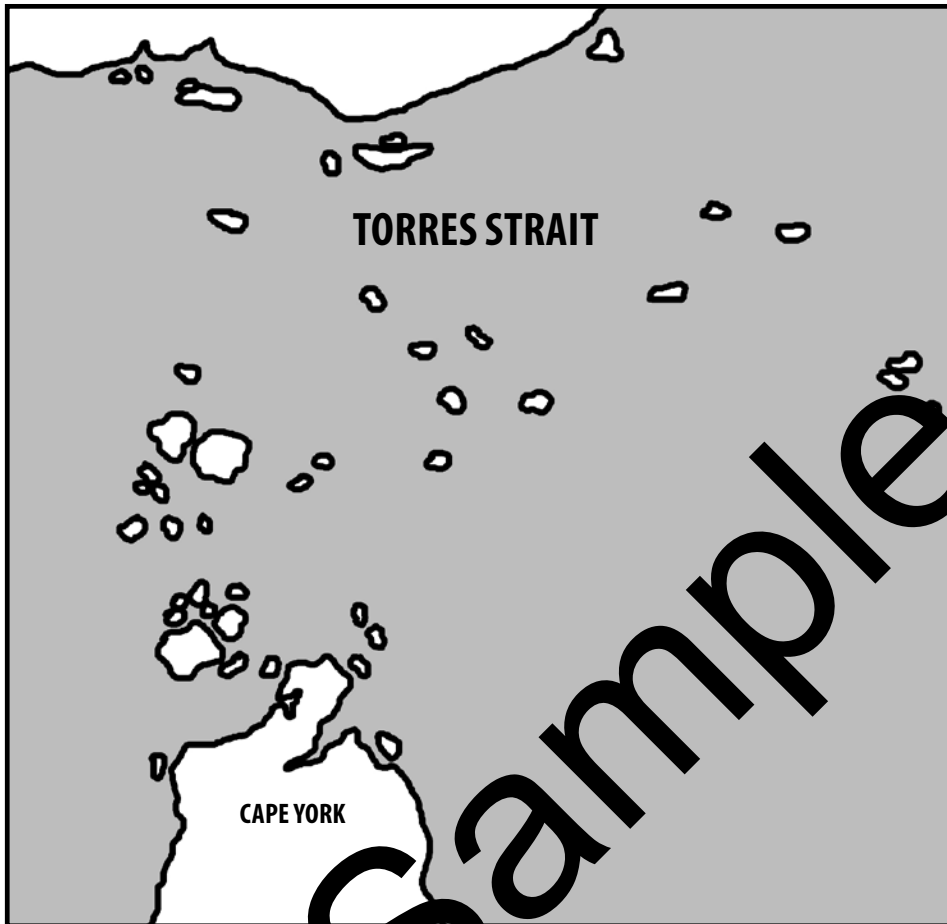


RESEARCH – FIND OUT

Can you find another Dreaming story that explains how a place got its name?

Use the information on page 30 to help you to complete this activity page.

1. Look at the map below. Label some of the Torres Strait Islands. Label Queensland and Papua New Guinea.



2. What is the closest part of Australia to the islands?

3. Write four interesting facts about the Torres Strait Islander people.

FACT 1	FACT 2
FACT 3	FACT 4

Distance affects how often we visit a place. For example, you wouldn't travel overseas every day because it is too far away. You might go to the park every week because it is close by.

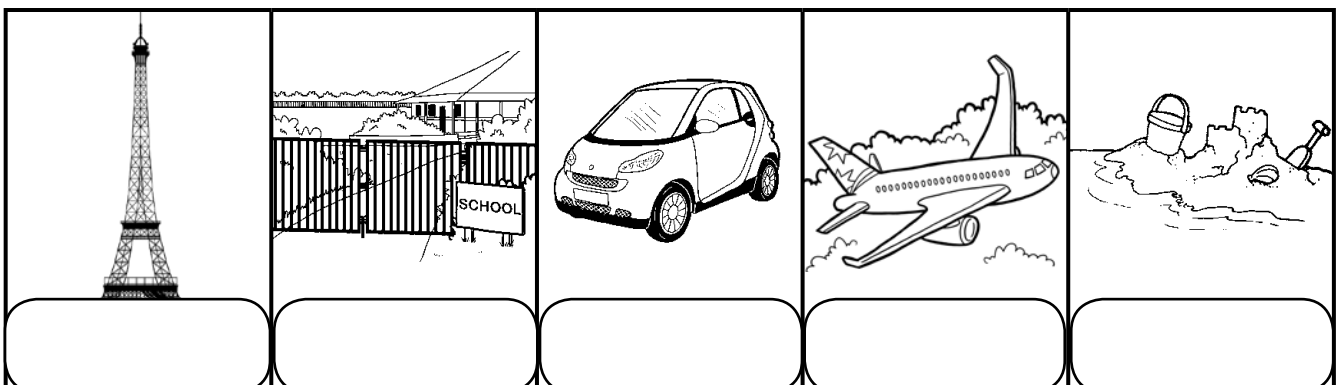


1. Complete the table. Think of five places where you go or have been.

Places I go/ have been	How long it takes me to get there	How I get there	How often I go there (rarely, sometimes, often, every day)

Sample

2. Look at the pictures. Label them: *rarely often every day sometimes*.



Meet the Haskell and Austin families. They have both made the journey from Bathurst to Sydney. It took the Austin family 3 hours in the car. The Haskell family don't have a car. They are travelling by ox and cart. How long do you think it took them?



The Haskell family - 1830



The Austin family - 2018

1. Complete the prediction chart with a friend. Your teacher will tell you how close you were.

Prediction	Actual
I predict that it took the Haskell family	

2. Roads slowed the Haskell family's journey down! What do you think the roads were like in 1830 compared to today? Jot down your thoughts below.

Roads 1830	Roads 2018