



Aligned with the Australian
National Curriculum.



GEOGRAPHY

For Australian Students

YEAR 4



Section 1:
CONTINENTS OF AFRICA
AND SOUTH AMERICA

Section 2:
THE ENVIRONMENT

Section 3:
INDIGENOUS
AUSTRALIANS -
SUSTAINABLE LIVING

Section 4:
NATURAL RESOURCES
AND WASTE

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Teachers' Notes

Geography For Australian Students: Year 4 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 four sections in this book altogether.

The first section is entitled *Continents Of Africa And South America*. It explores the continents of Africa and South America in terms of their locations, populations, countries and areas. Case studies on the similarities and differences between Adelaide and Cape Town ; and Queensland and Uruguay are presented. Climate and native species are a focus of these case studies.

The second section is entitled *The Environment* and focuses on Australian savannas, Coral Reefs and Sand Dunes. Students will look at the importance of these environments, threats and how we can protect them from further damage.

The third section is entitled *Indigenous Australians - Sustainable Living*. This section looks at Aboriginal People's knowledge of underground water sources and how they tap into these sources. The age old practice of firestick farming is investigated in terms of its benefits for people and animals.

The final topic is entitled *Natural Resources And Waste*. A number of natural resources are identified; and the products that natural resources are used to make are explored. Students will understand the difference between renewable and non-renewable resources and the need to use both responsibly. Reclaimed water as a method of using resources responsibly is investigated. Students will be prompted here to think of other solutions to using natural resources more sustainably – such as electric cars and solar panels, etc.

Students are presented in this section with a number of statistics about the amount of waste in Australia. Students might be surprised at the figures and prompted to think about how we can reduce waste in our own country and globally. The three Rs (reuse; reduce and recycle) are introduced as way of managing waste in our world. The impacts of waste on people and animals, in particular marine life is considered.

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

Curriculum Links

The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)

- using geographical tools (for example, a globe, a wall map or digital application such as Google Earth) to identify the major countries of Africa and South America and their relative locations
- researching the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in Africa or South America
- using a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America (for example, topographical features, environments, cities)

The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

- identifying the main types of vegetation, including forest, savanna, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation
- exploring how vegetation has an important role in sustaining the environment by protecting habitats for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive
- explaining how people's connection with their environment can be aesthetic, emotional and spiritual
- exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation)

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)

- investigating how Aboriginal and Torres Strait Islander People's ways of living were adapted to the resources of the Country/Place
- investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are related to sustainable use of resources and environments

The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)

- identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)
- exploring how some natural resources are used and managed in sustainable and non-sustainable ways
- identifying renewable and non-renewable resources
- investigating where a particular renewable natural resource comes from, how it is used and sustainable management strategies (for example, recycling paper or planting more trees)

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

1. List two interesting facts about the continent of Africa.

FACT 1**FACT 2**

2. Annotate the map of Africa. Show the oceans and seas which surround this continent and some of the countries located in this continent.



3. Have you visited this continent? Share your experience with the class.

Read the information, then complete the tasks.

ADELAIDE ROSELLA

The Adelaide Rosella is a colourful bird which is only found within a few dozen kilometres of the city of Adelaide. The city of Adelaide is surrounded by parklands with forested areas. They dwell here where they can find suitable nesting homes in old growth trees.



SUGAR BIRD

Even though Cape Town is one of the most populous cities in South Africa, it is surrounded by some open spaces rich in biodiversity. The Cape Sugarbird is endemic to Cape Town and other areas of the Western Cape. It is found particularly where there are flowering proteas and ericas.



1. Complete the true or false chart.

Statement	True or false?
Both places have native birds.	
Native means that a species originates from a place and is often found nowhere else on Earth.	
There are no parks or forests surrounding Cape Town and Adelaide.	
Adelaide and Cape Town do not make good environments for native birds.	
In both places, you will find proteas and ericas.	

2. In your own words define 'biodiversity'. _____

3. What do you think 'endemic' means? _____

4. Can you name another species 'endemic' to Australia? _____

5. What might be a future threat to both birds? _____

Tropical Savannas

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

Tropical savannas in Australia stretch across its top. The Australian tropical savanna region extends from Broome in the west to Rockhampton in the east. It covers approximately 23% of Australia's land. Australia's savannas are rich in wildlife and vegetation. The landscape found there is a sea of grasses with scattered eucalyptus trees and shrubs. Goannas, bandicoots, wallabies and fruit bats all inhabit this region.



The climate in the savanna region consists of two main seasons - wet and dry. In the wet season, rain falls heavily and storms occur. Lakes, rivers and plains turn into flooded wetlands. Animals and plants flourish and grasses grow tall. In the dry season, savannas experience little to no rainfall and high temperatures. Vegetation dries out and animals adapt; the goanna, for example, needs very little water to survive.

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

1. Why are Australia's tropical savannas an important resource? Record your answers under the different headings in the table below.

NATURAL	CULTURAL	ECONOMIC

2. Complete the true or false table about Australian tropical savannas.

i. Tropical savannas have large biodiversity that needs protecting.	<input type="checkbox"/> True <input type="checkbox"/> False
ii. 30% of the Australian population live in the tropical savanna region.	<input type="checkbox"/> True <input type="checkbox"/> False
iii. There are no jobs in the Australian savanna region.	<input type="checkbox"/> True <input type="checkbox"/> False
iv. The Australian tropical savanna region is not regarded by the rest of the world as important.	<input type="checkbox"/> True <input type="checkbox"/> False

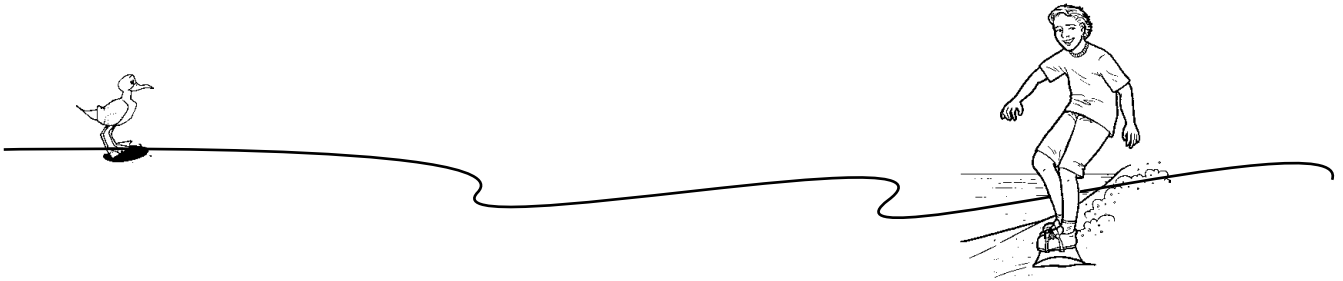
3. Why do you think that indigenous Australians who live in the savanna regions should be consulted about savanna land management?

4. What is one way indigenous Australians manage the savannas?



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

1. Draw some of the hidden treasures found in sand dunes. Think about what you might find under the sand. Label the things that you have drawn.



Sample

2. How do sand dunes form?

3. What do you think would happen to the rock parrot if sand dunes disappeared?

4. Why do people like sand dunes?

5. What do you like to do at the sand dunes? _____

What Are Natural Resources?

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

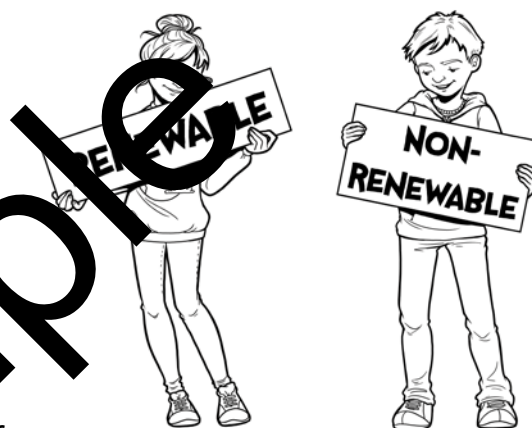
Our environment gives us things we need to lead happy, healthy lives. These are called natural resources because they are found naturally in the environment. We may have to dig natural resources out of the ground, grow them, or take them from living things.

Look at the examples of natural resources below.

water	cotton	oceans	sand
leather	soil	wood	bees-wax

Renewable and Non-Renewable

Natural resources can be renewable or non-renewable. Renewable resources are unlimited but still need to be used carefully. Non-renewable resources cannot be regrown or reproduced at the rate of consumption. For example, oil has developed beneath the earth over billions of years, so if we use it all up, it cannot be readily replaced. Gold is another example of a natural resource which is formed over long periods of time beneath the earth. This is why we must use natural resources carefully.



Look the examples of renewable and non-renewable natural resources below.

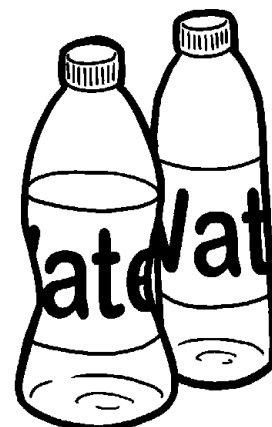
Renewable	Non-renewable
water, air, sunlight, plants, trees, soil, wind energy, tidal energy, solar energy	oil, coal, uranium, sand, salts, natural gas, gold, silver, iron, uranium



Reclaimed Water

Water is a renewable resource, but with an ever-increasing population and unpredictable rainfall, we must find ways to use it more carefully. Reclaimed water is sewage water that has been treated to remove solids and impurities. It is treated to a high standard so that it is safe to use. Nearly 50 billion litres of recycled water was used in Sydney and the Illawarra between 2010-2011 for irrigation, toilet flushing, clothes washing, garden watering and maintaining wetlands. In Queensland in 2006, a trial to use reclaimed water as drinking water was suggested by the Queensland water authority, however the people did not support it.

Use the information on page 39 to help you to complete this activity sheet.

1. We must use natural resources carefully. One way of doing this is by using reclaimed water. Reclaimed water is recycled sewage water. How would you feel about drinking it; watering your garden with it and showering in it? Reflect and respond to this question then fill out the pros and cons table. Before doing this, think about the claim that the population of Australia will increase from 22 million to 35 million over the next 20 years.



Pros	Cons
	

2. Tick to show the correct answers.

a. Water is a natural resource.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
b. Water is a non-renewable resource.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
c. Reclaimed or recycled water uses sewage water.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
d. We must use water sustainably.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
e. Without water there would be no life.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
f. Increasing the cost of water for consumers is an effective tool for encouraging people to reduce water use.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
g. Reclaimed water is unsafe to drink.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
h. Reclaimed water is used for irrigation in Australia.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction
i. Rainfall is becoming more unreliable in Australia.	<input type="checkbox"/> Fact <input type="checkbox"/> Fiction