

Year 2: People Are Connected To Places

Aligned with the Australian National Curriculum



Section 1:
Place Names

Section 2:
**Connecting
To Places**

Section 3:
**Spaces:
Near And Far**



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Teachers' Notes

Year 2: People Are Connected To Places is part of the Australian Geography Series which consists of nine books in total. This book is written for students living in Australia who are studying Geography in Year 2. It is divided into three clear sections which align to the Australian National Curriculum.

The first section, *Place Names*, will help students begin to understand that the names of places and features of places have meanings. Students will be given the opportunity to examine the significance of indigenous names and begin to understand that different places are different sizes and can thus be described in terms of scale. Students will also be asked to label major geographical divisions on a globe.

The second section *Connecting To Places*, explores students' connections with places both close and distant. Students will learn that connections can be formed not only with places where they have been, but also with places that they have heard of: on TV, in books or through other people. Places frequently visited in the local community, places of birth and places in other countries all feature in this section. The activities in this section also help students to understand the special relationship that Indigenous Australians have with the land, sea and animals of their place.

The final section in this book entitled *Places: Near And Far*, considers the concept that distance influences the places where we go and how often we visit those places. The activities presented in this section encourage students to see the connection between these two variables and discuss the reasons why people visit distant places less frequently than places which are nearby.

All of the activity pages in this book are visually appealing to help Year 2 students process the concepts being taught. As students complete the activities they will also be learning and practising a range of geographical skills, including: sorting, classifying, mapping, labelling, matching, graphing and conducting simple surveys to collect data.

National Curriculum Links

Geographical Knowledge and Understanding

The location of the major geographical divisions of the world in relation to Australia (ACHGK009)

- using geographical tools, for example, a globe and world map, or digital application, such as Google Earth, to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres
- describing the location of continents relative to Australia using terms such as north, south, opposite, near, far

The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)

- examining the names of features and places in the local area, and 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 and Torres Strait Islander Peoples
- describing the hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national scale of their country

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)

- explaining that some people have special connections to many Countries through, for example, 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 or Torres Strait Islander Peoples with the land, sea and animals of their place

The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)

- examining the ways people are connected to other places through, for example, relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, and places of particular significance
- discussing 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 (ACHGK013)

- 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 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

Places can be described in terms of scale.

☐ Draw your house.

What street is your house on?

☐ Draw something else that is on your street.

What suburb or town is your street in?

☐ Draw a place in your suburb or town that you like to go to on the back of this sheet.

☐ What state is your suburb/town in? Colour and label it on the map of Australia.



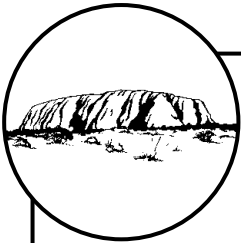
☐ What country is your state a part of? Colour and label it on the world map.



What planet is your country a part of?

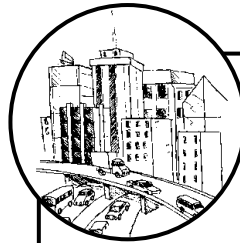
Places can be described in terms of size.

- ☐ Brainstorm all the places that you have ever heard of. Write each place in the correct box below. Use numbers to rank the places in terms of size.



Landmarks

- _____
- _____
- _____
- _____



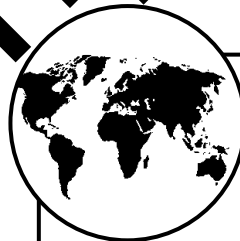
Cities

- _____
- _____
- _____
- _____



Countries

- _____
- _____
- _____
- _____



Continents

- _____
- _____
- _____
- _____

Other

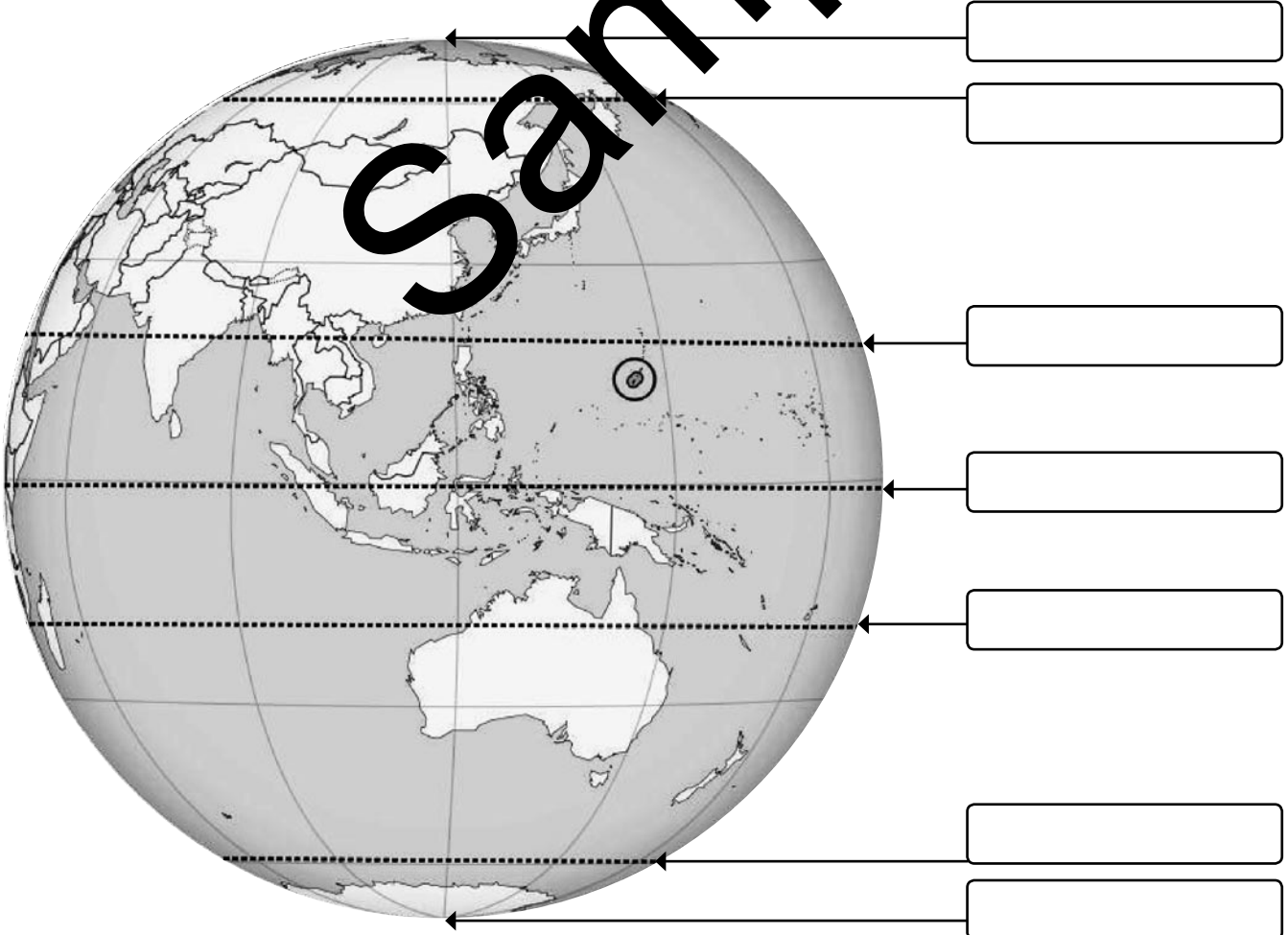
- _____
- _____

- _____
- _____

☐ Read the information about our Earth, then complete the task.

- Our Earth is a globe that is always rotating on its axis. We call the northern point of this axis, the **North Pole** and the southern point, the **South Pole**.
- We can also locate places on the Earth by dividing the globe with imaginary lines. The line that divides the globe in the middle is called the **Equator**.
- To the north of the Equator is the **Tropic of Cancer**. To the south is the **Tropic of Capricorn**. Between these two lines of latitude are the regions of the planet where the tropical rainforests, coral reefs and savannahs are located.
- Close to the North Pole we find the line called the **Arctic Circle**. At the South Pole, the line is the **Antarctic Circle**.

☐ Label all of the bolded words in the information box above. Shade the land mass green.



Many people in Australia have connections to Asia because they were born there.

- ☐ The people who own this Chinese restaurant live in Australia. They came from China. China and Australia are important places to this family. They feel connected to both places.



- ☐ Label and colour China and Australia on the map. Mark a line to show the possible route that the Chinese family took to get to Australia.



- ☐ Is China near to or far away from Australia? _____

Activity

Connecting And Communicating

We stay connected with people in other places using different forms of communication.

- ☐ Think of some of the ways that you can communicate with people who live in a different place to you. Write them below.

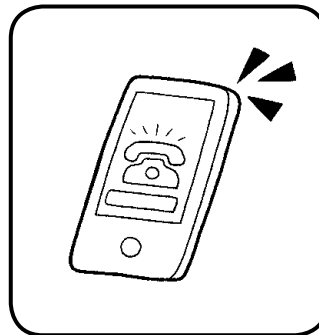
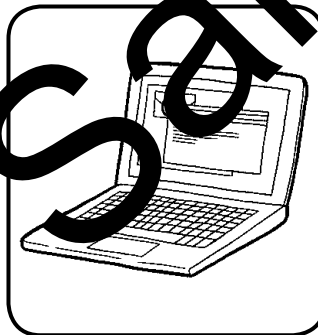
Written

- _____
- _____
- _____

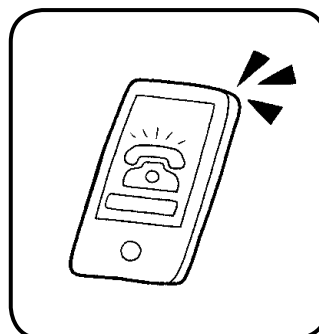
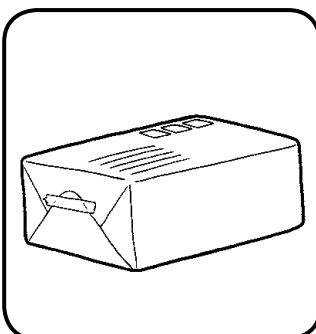
Verbal

- _____
- _____
- _____

- ☐ If you wanted to send someone a message quickly, which form/s of communication might you use? Colour your answer/s.



- ☐ If you wanted to send someone a birthday card with a small gift inside, which form of communication would you use? Colour your answer.



Activity

An Indigenous Connection 1



Aborigines were the first people to arrive in Australia. They are the traditional owners of the land. Their land has helped them to survive therefore they have a strong connection to it.

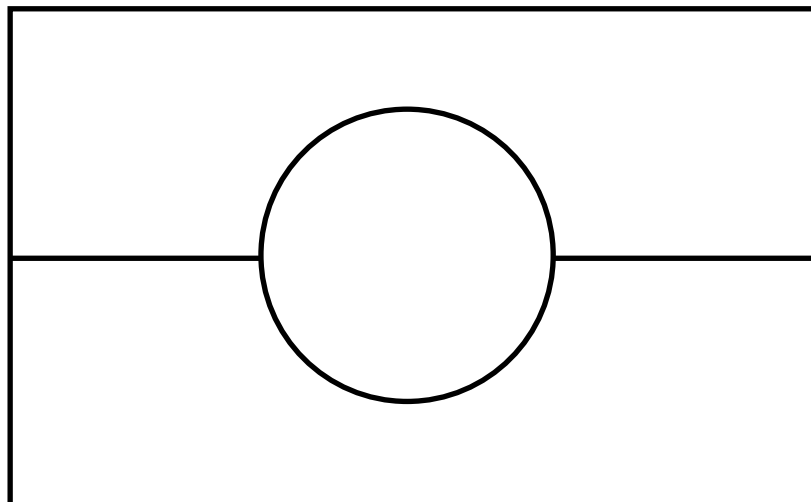
- ☐ Colour the person who passes on the connection that Indigenous Australians feel to the land.



- ☐ How did Aborigines arrive in Australia? Colour your answer.



- ☐ The Aboriginal flag shows that the Aboriginal people have a very special relationship with Australia because they have lived here for so long. Colour the flag and talk about what each colour means.



Activity

How Often?

There are some places that we visit regularly and other places that we don't visit very often.

- ☐ Colour the box next to each place to show how often you visit it.
Use the key below.

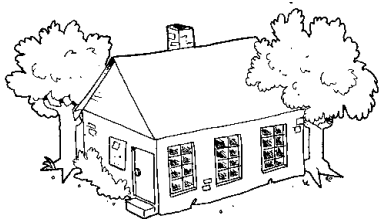
☐ Green = once a week or more.

☐ Orange = less than once a year.

☐ Blue = once or twice a month.

☐ Red = never.

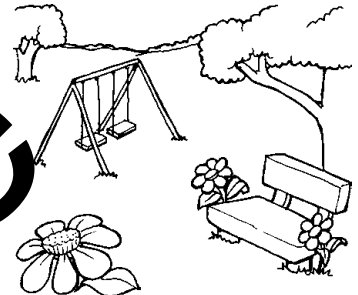
☐ Yellow = one to three times a year.


☐

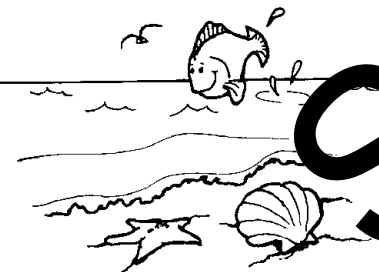
your school


☐

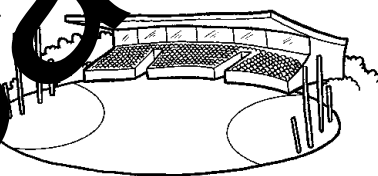
the local shop


☐

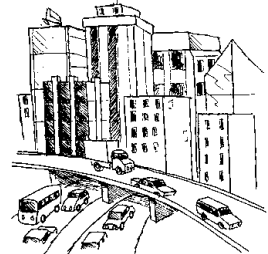
the local park


☐

the beach


☐

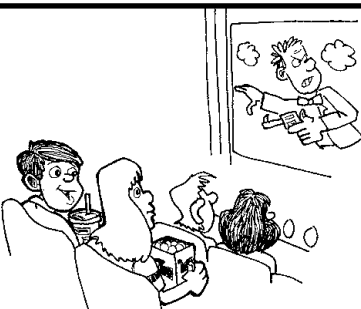
a sporting venue


☐

another town or city in Australia


☐

another country


☐

the theatre


☐

a friend's house