

Year 5: Characteristics Of Places

Aligned with the Australian National Curriculum



Section 1:
Influences:
Human And
Environmental

Section 2:
Climate,
Savannahs
And Bushfires



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Teachers' Notes

Year 5: Characteristics Of Places is part of the *Australian Geography Series*, which comprises nine books in total. This book has been written specifically for students in Year 5 who are living in Australia and studying Geography. The activity book is arranged into two sections: *Influences: Human And Environmental* and *Climate, Savannahs And Bushfires*. Both sections are closely linked to the Australian National Curriculum.

The first section, *Influences: Human And Environmental*, explores how landforms affect the development of settlements, and how people affect the environmental characteristics of a place through changes such as urban planning. Students are given the opportunity to investigate local planning issues and in this way begin to recognise that people influence the human characteristics of places and the management of space within them.

The second section, *Climate, Savannahs And Bushfires*, introduces students to concepts related to climate such as: temperature and rainfall patterns, elevation and vegetation. Students are asked to make a link between climate and where people live. The climate zone and sustainable land use of Australia's hot and humid savannahs is compared and contrasted with those in East Indonesia. Students will be asked to explain the threats to the savannah lands and research possible responses to these threats. This section also explores indigenous land and resource management and evaluates the changes that have occurred to the land after colonisation. The effects of bushfires on communities and environments also features.

Year 5: Characteristics Of Places is a teacher-friendly resource for 10-11 year olds studying Geography. The influence of climate on human activities will be explored from multiple perspectives through tasks designed to develop thinking skills. Information is supported by ample illustrations, photograph studies and map data.

National Curriculum Links

Geographical Knowledge and Understanding

The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)

- using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to identify the relative location of the major countries of Europe and North America and their environmental characteristics
- researching the changes made by people to a particular environment in a country in Europe or North America

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)

- identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management
- exploring the extent of change in the local environment over time, for example, through vegetation clearance, fencing, urban development, drainage/irrigation, farming, forest plantations or mining

The influence of the environment on the human characteristics of a place (ACHGK028)

- comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia
- investigating the influence of landforms, for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges, on the development of settlements that are involved in food and fibre production
- examining the effects of landforms, for example, valleys, hills, natural harbours and rivers, on the location and characteristics of their place and other places they know

The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)

- examining how the use of the space within their local place is organised through zoning
- investigating a current local planning issue, for example, redevelopment of a site, preservation of open space or subdivision of farming land, exploring why people have different views on the issue, and developing a class response to it

The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)

- mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
- explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
- researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding

Landforms And The Development Of Settlements



Title: The Rocks in 1810. Source: Allport Library and Museum of Fine Arts, Tasmania.



Title: The Rocks today. Source: Greg O'Beirne. Wikimedia Commons.

Where Early Australian Settlements Developed

The early settlements in the colonies of Australia had to support settlers and convicts who were completely cut off from food supplies in Europe for long periods of time. For settlements to survive, there had to be:

- a fresh water supply available for people and livestock;
- fertile farming land for growing food for the settlement;
- timber for building shelter;
- a safe port on the mouth of a river for ships to transport people and goods, as no overland road system had been developed.

The settlement in Sydney may have begun with rickety tents in 1788, but the town gradually grew over the next 200 years into the modern city of 4,575,000 people that it is today. But not all places in Australia have continued to grow in population.

In 1911, the census figures revealed that the rural city of Swan Hill on the Murray River in Victoria had 21,141 inhabitants. After a century, the population is almost the same. The mining centre of Broken Hill in outback New South Wales has suffered a different fate. In 1908, Broken Hill had 35,000 residents and was the third largest urban centre in New South Wales. Today the population is 21,000. Since 1788, people in Australia have preferred to live in large coastal urban centres.

The colonies grew in population so the need to expand settlement to other areas became essential in order to grow crops and graze livestock. Finding a crossing over the Blue Mountains in New South Wales in 1813 led to the growth of inland communities that were distanced from Sydney. Food and goods that were not consumed in the colony were sold in Europe and this provided income to develop the colonies. The first towns on ports in Australia soon became bustling hubs for buying and selling farm produce. These towns received migrants who wanted to make a better life in the colonies.

Activity**Landforms And Settlements 2**

- ☐ Read the information on page 7 to help you to answer the questions and complete the tasks below.

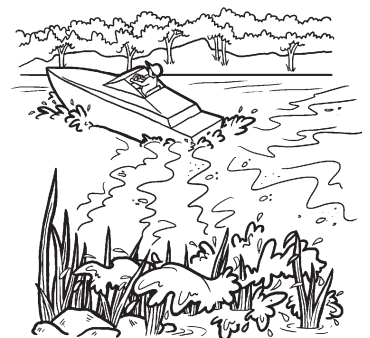
1. Use your atlas to help you to complete the table. Name the ports and rivers on which the major Australian cities are located. Research the populations of the urban coastal centres.

CITY	POPULATION	PORT/RIVER
Sydney (NSW)		
Melbourne (VIC)		
Brisbane (QLD)		
Perth (WA)		
Adelaide (SA)		
Hobart (TAS)		
Darwin (NT)		
Gold Coast/Tweed Heads (QLD/NSW)		
Newcastle (NSW)		

2. Why was a nearby river very important to establishing settlements in the early days of the colonies?

3. How do people use rivers today? Have the activities changed much since colonial times? Jot down your ideas below.

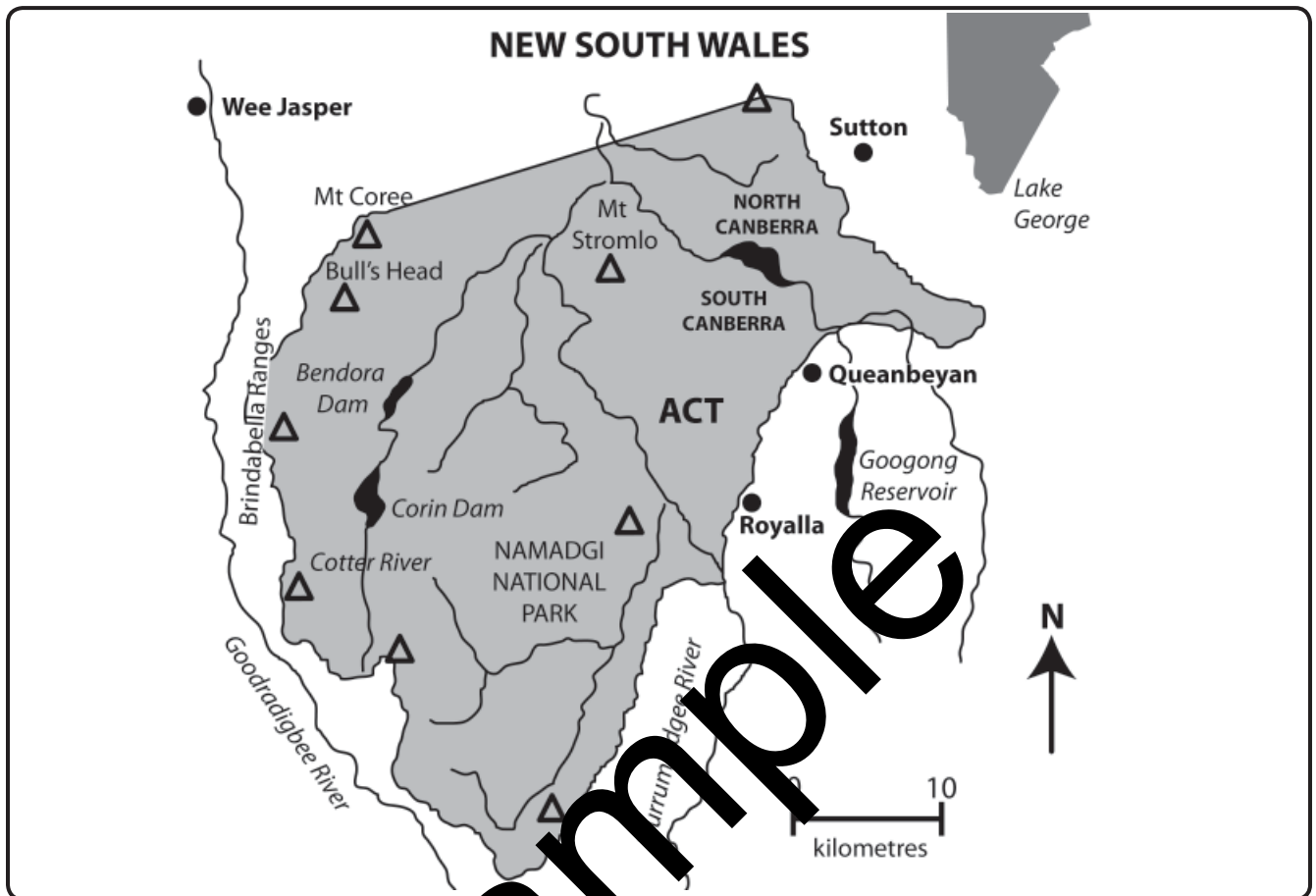
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Activity

Landforms Influence Development

- ☐ Study this map of the Australian Capital Territory.



1. The location of the Australian Capital Territory gives its residents access to a good water supply. From which source would the authorities of the Australian Capital Territory and Queanbeyan get their water?

2. How would you describe the terrain on the Australian Capital Territory's western boundary with New South Wales?

3. How would this terrain contribute to the Australian Capital Territory's water catchment area?

4. Do you think that Lake George would supply water to the Australian Capital Territory and Queanbeyan? Justify your answer.

Activity A Local Planning Issue 1

Activity A Local Planning Issue 1

- ☐ Imagine that you are campaigning to be elected as a councillor in your next local council elections. Read some of the recommended qualities and responsibilities of a councillor below. Tick the qualities that you possess.

- ☐ **Enthusiastic and positive with people and a good listener.**

- ☐ Can “take a knock” and carry on in the face of difficulties.

- ☐ **Actions and beliefs are ethical and abide by the law.**

- ☐ **Good at dealing with the media and confident in presenting ideas.**

- ☐ **Motivated to make a contribution to the community.**

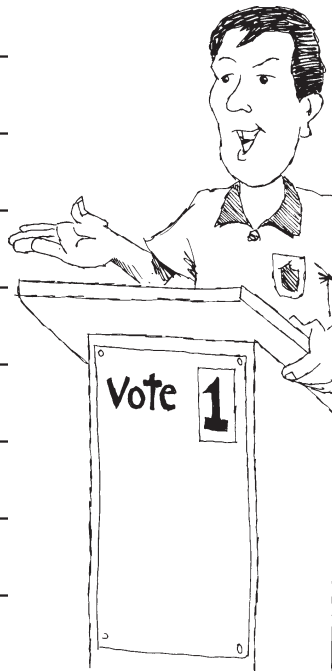
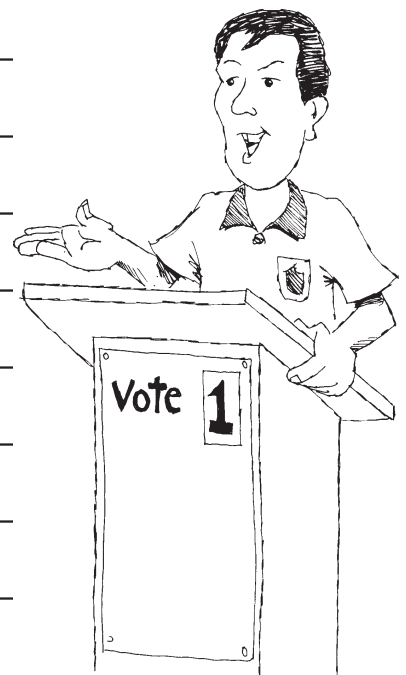
- ☐ **Able to take responsibility for decisions made and justify them.**

- ☐ **Good at debating and getting support for an argument.**

- ☐ Effective reader who can find the main points in reports.

- ☐ In the space below (and on the back of the sheet) plan a speech which argues for the development of a grassed area in a local suburb. This speech should persuade others to favour the proposed development. You might be suggesting to build more houses on the grassed area, build a school, or a community centre.

Sal

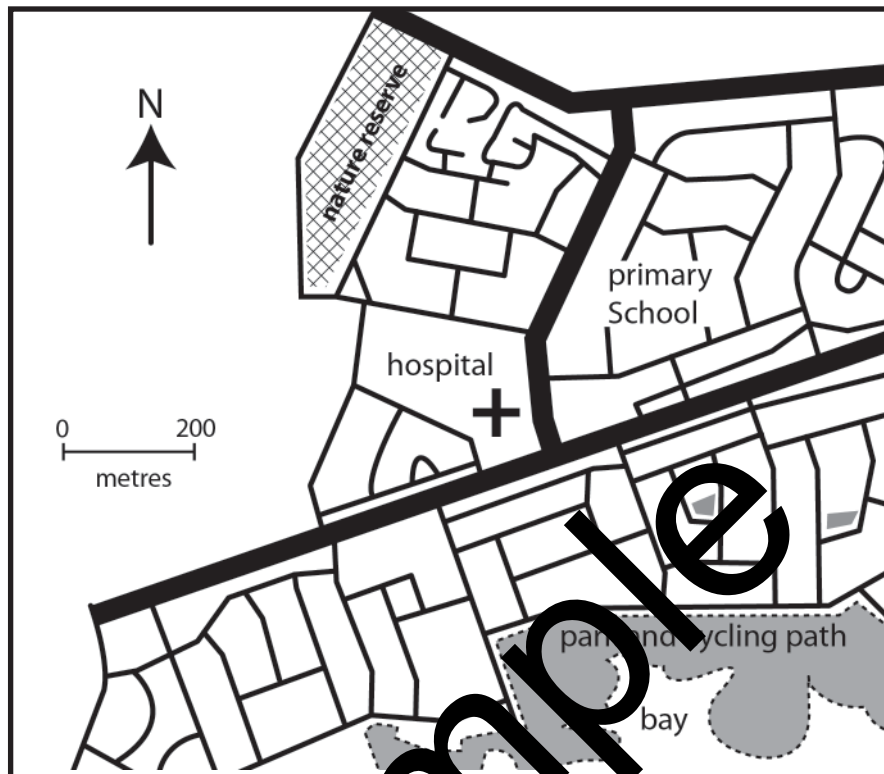
A cartoon illustration of a man with dark hair, wearing a light-colored shirt with a dark collar, standing behind a podium. He is gesturing with his right hand. The podium has a sign that says "Vote 1". The background consists of horizontal lines, suggesting a stage or a presentation area.

- ☐ Deliver your speech to the class.

Activity

A Local Planning Issue 3

- With a partner, study this street map of a community called Bayside. Discuss with your partner the best location for the new swimming pool complex.



1. Mark and label on the map where the new swimming centre could be located.
2. Why have you chosen this site for the new swimming centre?

3. Calculate how far the swimming centre will be from:

the primary school _____

the hospital _____

a main road _____

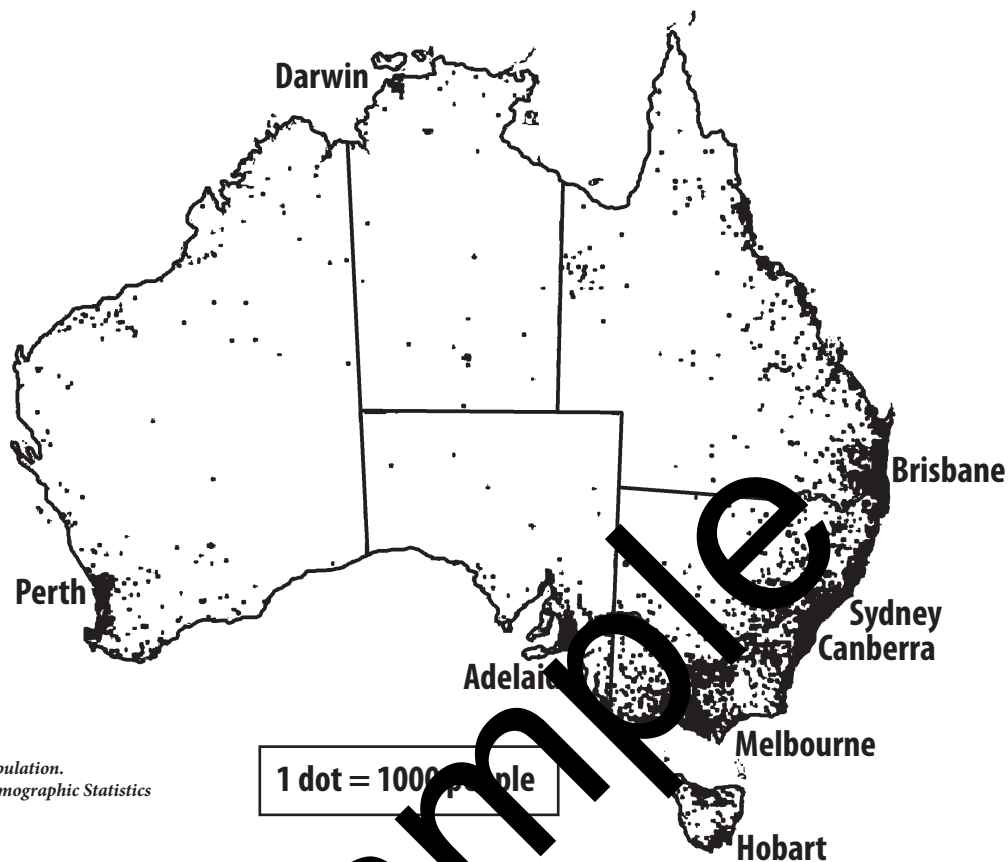
Use a piece of string to help you to measure the distance along streets and roads. Match the length to the scale.

4. Share your ideas with another pair. Justify your swimming pool location.
5. Write down the directions in steps from the nature reserve to the swimming centre. Be precise and mention distances and landmarks.

Activity

Australia's Climate 2

- ☐ Study this map that shows Australia's population density. Population density refers to how many people (on average) live in one square kilometre.



1. Which regions of Australia are more heavily populated (< 100 people per km^2) and why might climate account for this?

2. Which areas of Australia are less heavily populated and why might climate account for this?

3. Some very remote places in Queensland and Western Australia have population densities of 10 to 100 people per square kilometre. Which type of people might be living in these areas? What climate would they have to endure?

Bushfires

It is a sad fact that the majority of bushfires in Australia each year are not ignited by natural forces like lightning strikes, but by people – either accidentally or deliberately. Bushfires can be started by:

- leaving broken glass in dry vegetation;
- embers from barbecues;
- sparks from farm machinery;
- uncontrolled fires lit to burn rubbish;
- cigarettes thrown from cars;
- accidents with matches or accelerants;
- faulty electrical power lines;
- arson (fires which are deliberately lit).

Prepare, Act, Survive

State Emergency Services issue bushfire danger ratings from Low-Moderate to Code Red so that

communities can be on alert and be prepared for potential hazards from fires. In the event of a bushfire, it is recommended that an emergency (waterproof) bag be close at hand in case you have to leave your home at short notice. In your emergency (waterproof) bag there should be:

- a torch with extra batteries;
- big candles and matches;

- a portable radio and batteries;
- blankets;
- first aid kit and manual;
- bottles of drinking water;
- medications taken by family members;
- important documents e.g. passports, birth certificates, etc.;
- cash cards;
- mobile phones and chargers;
- extra change of clothes;
- valuable family photographs, etc.;
- pet supplies, leash.

Anyway around, home owners need to keep their houses safe during the bushfire period by keeping yards free of leaves and lawn cuttings. Low tree branches and bushes near the house should be removed and flammable chemicals stored in a shed. Fitted screens on doors and windows can prevent sparks from entering the house and setting fire to curtains and soft furnishings.



- ☐ What recommendations would you give to the owner of this house to make it safer in the event of a bushfire? Write your advice in the space provided.

Prepare **Act** **Survive**



- _____
- _____
- _____
- _____