



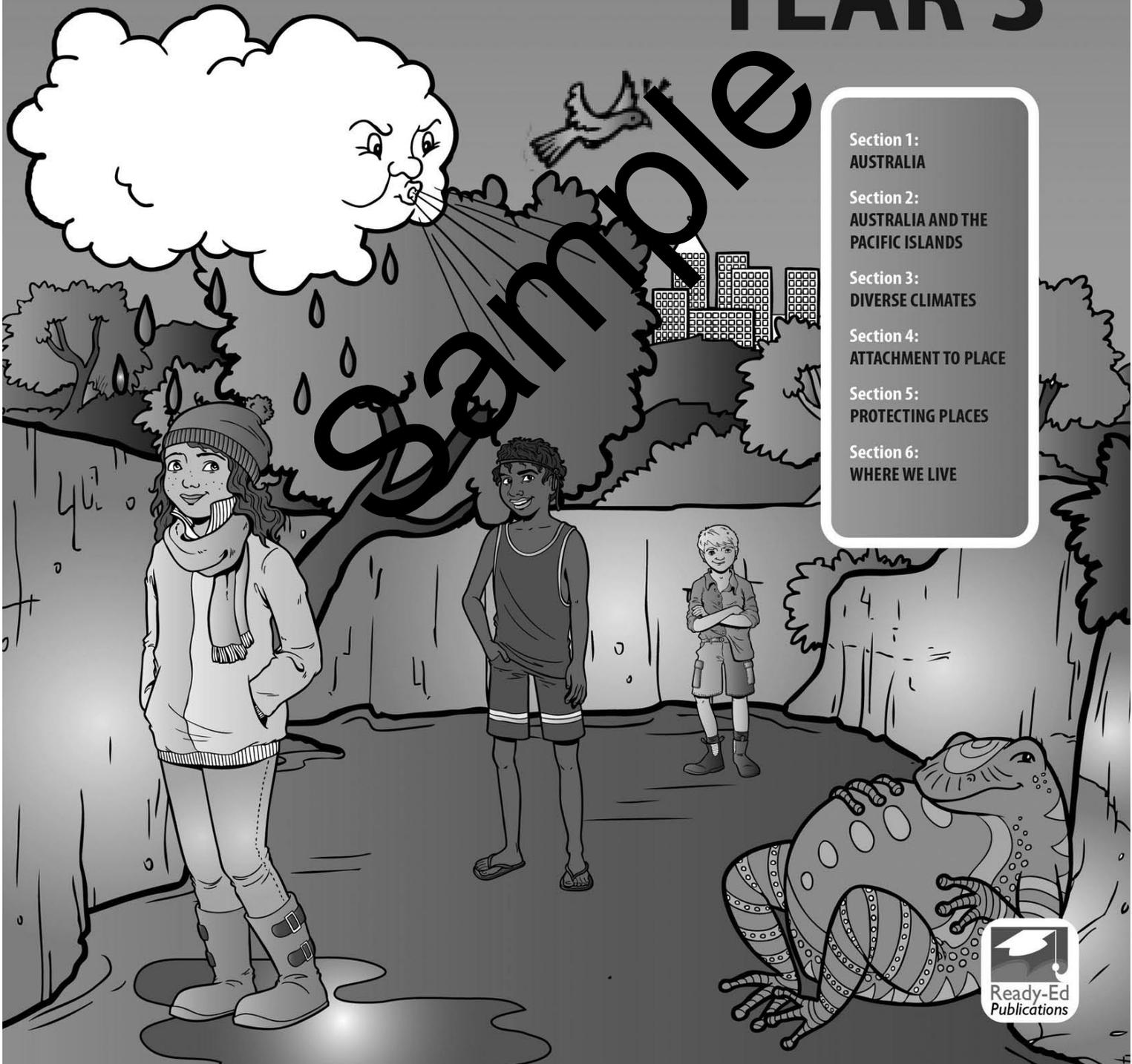
Aligned with the Australian National Curriculum.

**PHOTOCOPY
MASTERS**

GEOGRAPHY

For Australian Students

YEAR 3



Section 1:
AUSTRALIA

Section 2:
AUSTRALIA AND THE
PACIFIC ISLANDS

Section 3:
DIVERSE CLIMATES

Section 4:
ATTACHMENT TO PLACE

Section 5:
PROTECTING PLACES

Section 6:
WHERE WE LIVE



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Sample

Teachers' Notes

Geography For Australian Students: Year 3 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 six sections in this book altogether.

The first section is entitled *Australia*. Students will learn how Australia is divided up into states and territories and locate these on a map. Major cities and natural features in Australia will also be identified. How Australian Aboriginal language groups occupied territories is examined through the Dreaming story *Wayambeh The Turtle*.

The second section is entitled *Australia And The Pacific Islands*. Students will learn about some countries in the Pacific Islands. They will understand that Pacific Island nations are neighbouring countries of Australia. The climate of Darwin and Kupang are compared, as are reefs in Australia and Timor-Leste. Species found on these reefs and how they are being protected is a focus. Students will recognise that Australia and the Pacific Islands have different levels of wealth and understand how this is measured. They will also consider official languages in the Pacific Islands.

The third section is entitled *Diverse Climates*. Students will learn the difference between the weather and climate. They will be introduced to the job of meteorologists and investigate how high and low pressure systems are represented and what weather they bring. Cold and warm fronts are also a focus and students will look at how air masses create them. Students will understand that Australia experiences many different climates and that climate can be diverse within one Australian state or territory. Students will recognise factors that affect climate such as rainfall and look at the effects of harsh climates, such as droughts.

The fourth section is entitled *Attachment To Place*. Students will learn about the connection that the traditional owners of the land have with Australia through exploring poems, paintings and Dreamtime stories. Students will recognise that people become attached to places and have feelings for places and these feelings often come from their interactions with places.

The fifth section is entitled *Protecting Places*. Students will consider the consequences of not looking after places. They will think about methods of protecting places enforced by officials and indigenous Australians. Uluru is a particular focus in this section.

The final section is entitled *Where We Live*. Students will learn that Australians do not all live in the same types of dwellings. They will consider why Australians choose to live in the settlements that they do. Students will consider what it might be like to live in a remote area in Australia. They will recognise that there are different levels of 'remoteness' and investigate lifestyle on a cattle station in the Top End. School of the Air is examined in some detail.

Pair work, surveys, 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 representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

- using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to locate and name significant places such as the states, territories, major cities and regional centres in Australia
- identifying and describing the major natural features of Australia (for example, rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef and islands of the Torres Strait) and describing them with annotations on a map
- comparing the boundaries of Aboriginal Countries with the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented
- describing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country/Places of many individuals and language groups
- exploring how oral traditions of Aboriginal and Torres Strait Islander Peoples were used to map landscapes

The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)

- using a globe to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste and Indonesia and countries relevant to students, labelling them on a map, and identifying the direction of each country from Australia
- describing the similarities and differences between their local place and places in neighbouring countries (for example, Indonesia, Pacific Island nations) in their natural and human characteristics

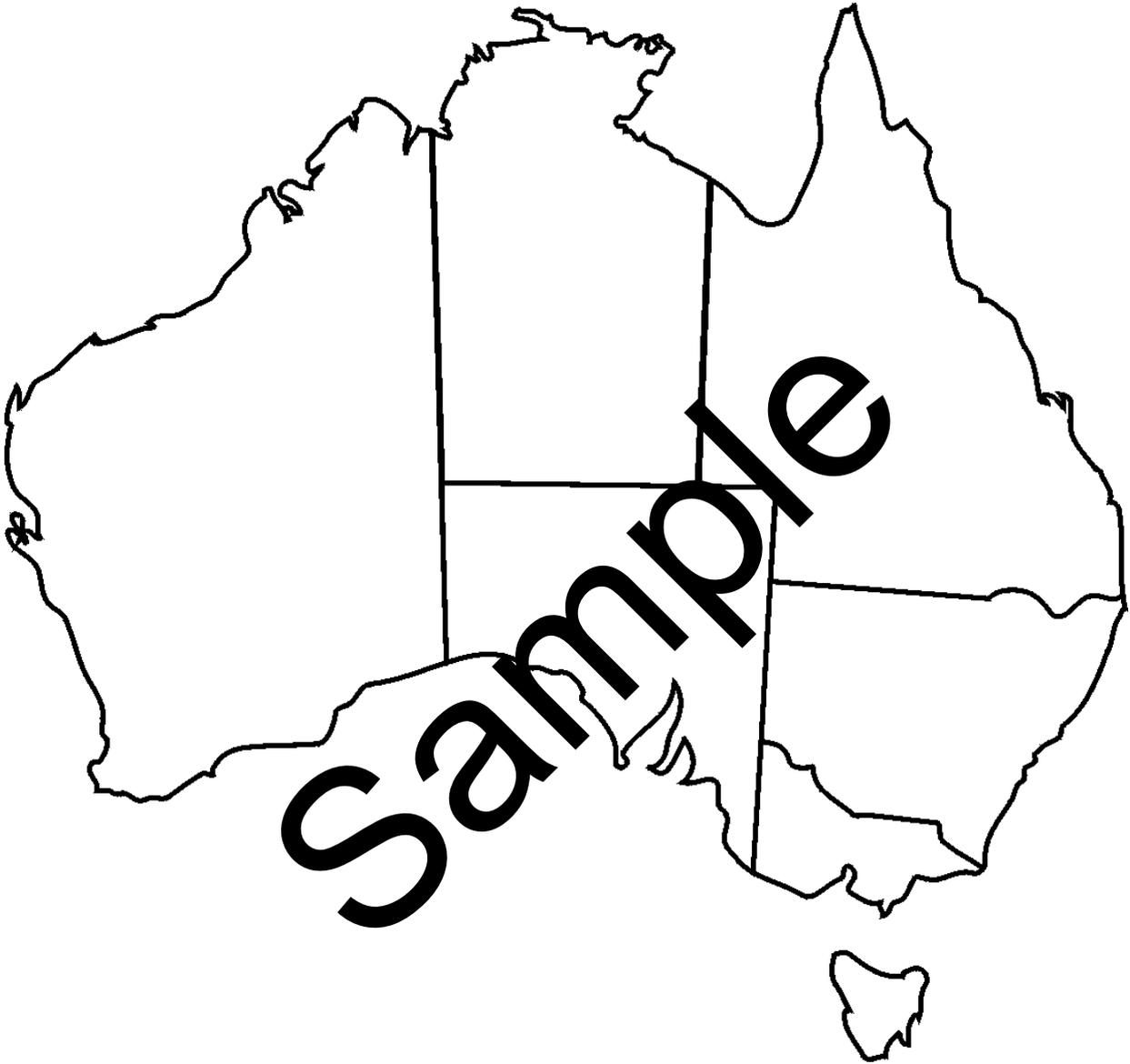
The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)

- examining how weather contributes to a climate type
- identifying the hot, temperate and polar zones of the world and the difference between climate and weather
- identifying and locating examples of the main climatic types in Australia and the world (for example, equatorial, tropical arid, semi-arid, temperate and Mediterranean)
- investigating and comparing what it would be like to live in a place with a different climate to their own place

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)

- exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories
- discussing why it is important to protect places that have special significance for people (for example, a wetland, a sacred site, a national park or a World Heritage Site)
- exploring different types of settlement, and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities)
- examining the similarities and differences between their daily lives and those of people in another place in Australia or neighbouring country, and inferring what it would be like to live in these places

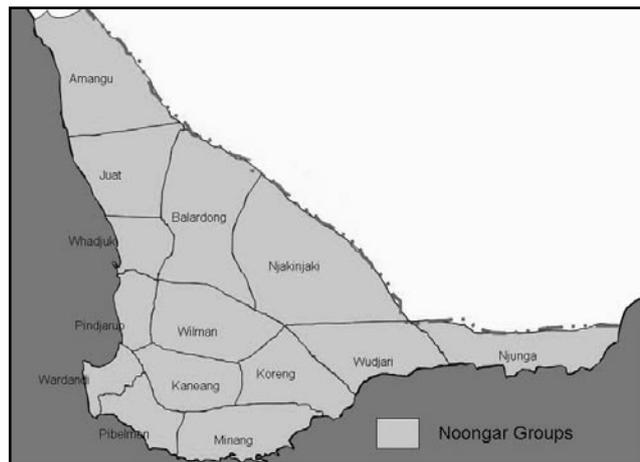
1. In each Australian state and territory, there is a major city. Label these major cities on the map. Use the word bank to help you.

**WORD BANK**

Perth	Adelaide	Sydney	Hobart
Brisbane	Canberra	Melbourne	Darwin

2. Which major city is in your state or territory?
-

Indigenous Australians do not divide Australia into states and territories. They divide Australia into language groups. Each language group (tribe) occupies a territory and there are rules about crossing into other tribe's territories. Dreaming stories told by elders often communicated these rules to the younger generation.



Indigenous language groups' boundaries in the southwest of Western Australia

Read the Dreaming Story *Wayambah The Turtle* and complete the activity page that follows.

A long time ago, there lived a man named Wayambah who was very stubborn and did not listen to his elders. Every day he did what he wanted to do and did not obey any of the tribal rules. One day, the elders told Wayambah that it was time for him to marry a woman from his tribe, but Wayambah refused to marry the woman who was selected for him. Instead, he grabbed his spear and marched off into the bush to hunt.



While Wayambah was hunting, he wrongfully entered another tribe's territory - this tribe was known as the Spiny Lizards. He saw a woman from the Spiny Lizards named Ula. He decided that she was the woman who he wanted to marry. Wayambah snatched Ula and took her back to his tribe and territory.

Answer the question after reading the information on page 16.

Question	Answer
1. Are the climates similar or different?	
2. In which month do they both experience the same amount of rainfall? How many millimetres is it?	
3. What is the difference between the average annual rainfalls? Which place has less rainfall?	
4. When are their dry months?	
5. What is the difference between the average daily temperature in Kupang and Darwin during January?	
6. If you visited Darwin and Kupang in February, would you pack similar clothes? Why?	
7. If you visited Darwin and Kupang in March, would you take an umbrella?	
8. Do the places experience extreme weather? Explain your response.	
9. Pacific Island I would like to visit ...	

One main difference between Australia and the Pacific Islands is their official languages. The official language in Australia is English. Although people may speak English in the Pacific Islands, it is likely to be their second language.



1. Do some research to complete the table below.

Country	Language	How to say hello
Marshall Islands	marshalles	
Fiji	Fijian	
Samoa	Samoan	
Vanuatu	Bislama	
Tonga	Tongan	
Indonesia	Indonesian	

2. Complete the following.

Another language that I speak is _____.

A language I would like to learn is _____.

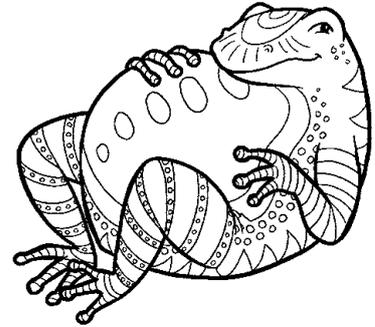
This language is spoken in _____.

DISCUSS!

Language is a human characteristic of a place. What is the difference between a natural and human characteristic? Give examples.

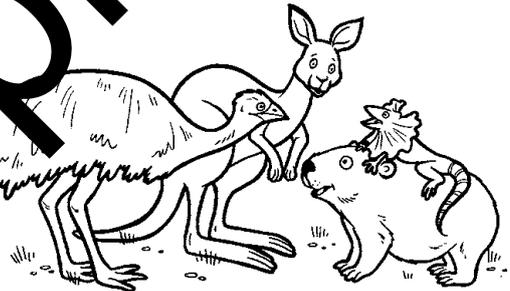
- ***Tiddalick The Greedy Frog* is a Dreaming Story which tells us that we should care for the land if we love the land. After reading the story, complete the activity page which follows.**

A long time ago, before people lived on Earth, there was a greedy water-holding frog called Tiddalick. He lived in the hot Australian outback. One year, it had not rained in the outback for many days and all the animals were very thirsty.



During this drought, Tiddalick went to the only waterhole in the outback and drank up all of the water! He drank so much water that he blew up like a big green balloon. The animals, plants, trees and flowers were left dehydrated.

The other animals were very cross that Tiddalick had been so selfish. They held a meeting and hatched a plan to make Tiddalick laugh so that all the water would come back out of his mouth.

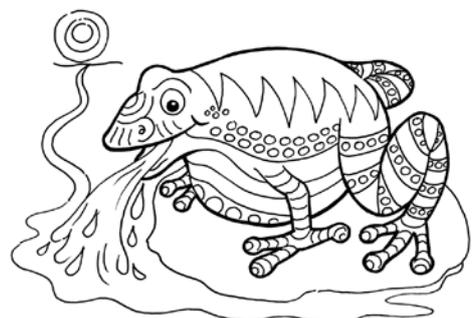


Kangaroo hopped on one leg, then she hopped on the other. Tiddalick did not laugh. Emu wobbled its big bottom at the frog. Tiddalick did not laugh.

Frill-Necked Lizard turned around and around until she got so dizzy that she fell over. Tiddalick did not even smile.

Eel tickled Tiddalick under his arms and chin and on his tummy. Suddenly Tiddalick started to laugh! He laughed so hard that his belly began to wobble and out gushed all the water that he had drank!

Finally, there was water for the flowers, plants, trees and animals again. The animals danced together under the desert sun in celebration. They were happy again.

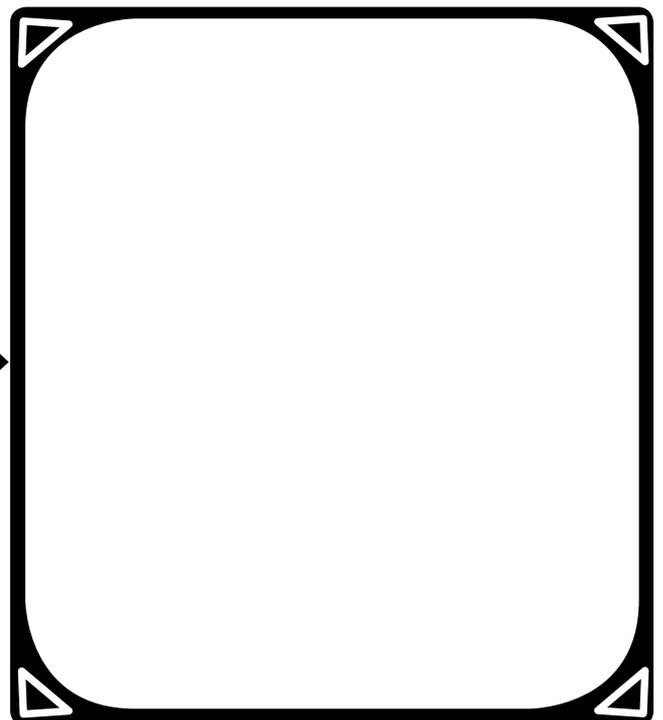
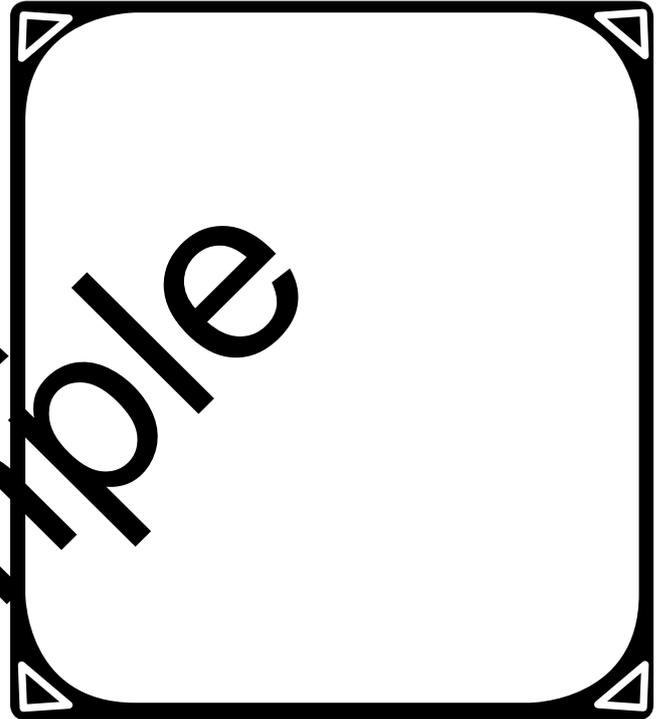


Activity

Places Need Protecting 1

We need to look after places from the past and the present so future Australians and other people around the world can enjoy and share in what Australia has to offer.

- Look at the two pictures below. Pair up. Jot down your ideas about how these places/statue could be better looked after and preserved.



Section 6: Where We Live

