



Aligned with the Australian National Curriculum.

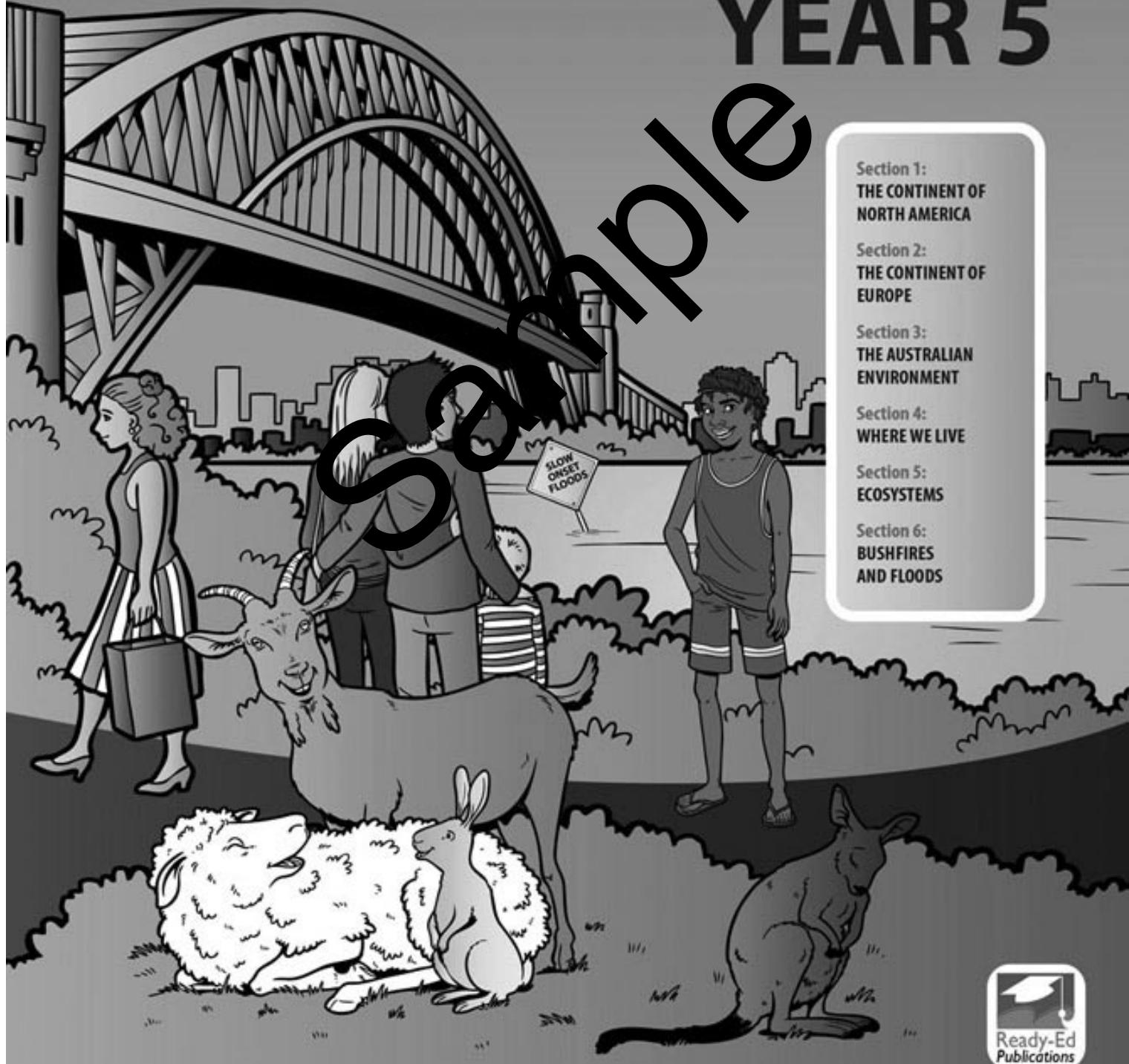
**PHOTOCOPY
MASTERS**

GEOGRAPHY

For Australian Students

YEAR 5

Sample



Section 1:
THE CONTINENT OF NORTH AMERICA

Section 2:
THE CONTINENT OF EUROPE

Section 3:
THE AUSTRALIAN ENVIRONMENT

Section 4:
WHERE WE LIVE

Section 5:
ECOSYSTEMS

Section 6:
BUSHFIRES AND FLOODS

Contents

Teachers' Notes	4	Living Near Rivers	31
Curriculum Links	5	Rivers 1	32
		Rivers 2	33
SECTION 1: THE CONTINENT OF NORTH AMERICA			
North America Is A Continent	7	Exploring Ecosystems	35
North America 1	8	Ecosystems 1	36
North America 2	9	Ecosystems 2	37
Mexico And The Aztecs	10	Ecosystems 3	38
The Aztecs 1	11	Antarctica - A Unique Environment	39
The Aztecs 2	12	Antarctica 1	40
SECTION 2: THE CONTINENT OF EUROPE			
The Continent Of Europe	14	Antarctica 2	41
Europe	15	Antarctica 3	42
Britain	16	Antarctica 4	43
The Changing Face Of Britain 1	17	SECTION 3: THE AUSTRALIAN ENVIRONMENT	
The Changing Face Of Britain 2	18	Bushfires In Australia	45
SECTION 4: WHERE WE LIVE			
The Australian Landscape	20	Bushfires 1	46
Changing Landscape 1	21	Bushfires 2	47
Changing Landscape 2	22	Bushfires 3	48
The Tourist Industry	23	Bushfires 4	49
Ecotourism 1	24	Bushfires 5	50
Ecotourism 2	25	Deadly Bushfires	51
Population Distribution	27	Real Bushfires	52
Where We Live 1	28	Flooding	53
Where We Live 2	29	Floods 1	54
Where We Live 3	30	Floods 2	55
		Answers	56-59

Teachers' Notes

Geography For Australian Students: Year 5 is linked to the latest version of the National Australian Curriculum. It is part of a six book series created by the same author. There are six sections in this resource altogether.

The first section explores the continent of North America. Students will revise what a continent is and locate the continents in the world. Where North America is located, countries within it, population and landforms are covered. There is a particular focus on Mexico which is located in the continent of North America. The first people to settle in Mexico (Aztecs) and their lifestyle is explored.

The second section examines the continent of Europe. There is a particular focus on Britain which is located in Europe. The influences of the Romans in Britain up until the arrival of the Anglo-Saxons is investigated, as is the beginning of Normandy rule after the Battle of Hastings in 1066.

The third section is entitled *The Australian Landscape*. Students will map how Australia has changed since colonisation. There is a particular emphasis on how urban development and tourism affects the environment. Ecotourism is considered as an environmentally-friendly concept.

Where We Live is the fourth section in this resource. Students will evaluate why Australians cling to the coast rather than inhabit the interior of our country. The fifth section is *Ecosystems*. Students will understand that an ecosystem functions well when living things and the environment are in perfect balance. Impacts on the ecosystem and ways to protect ecosystems are investigated. Students will use Antarctica as an example of a unique ecosystem. How this ecosystem is protected internationally is explored.

Bushfires and Floods is the title of the final section in this educational resource. How bushfires are started (natural and human reasons); at what time of year in different states and territories bushfires are most likely to ignite; and the impact of bushfires on native fauna and flora and on people are all investigated. Some of the most deadly and destructive bushfires in the history of Australia are looked at in some detail. Floods are the second natural disaster that students are introduced to. They will identify and compare three of the most common type of floods. Preventing floods and actions to take in the event of a flood in Australia are identified.

Pair work, image analysis, map work, discussions, sequencing, weighing up pros and cons and comprehension are just some of the ways that the students will demonstrate their knowledge as they work through this resource. Activity answers are provided at the back of the book.

Curriculum Links

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)

- 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
- using a printed or electronic atlas to identify the main characteristics of continents of Europe and North America
- researching the changes made by people to a particular environment in a country in Europe and a country in North America

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)

- identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living 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), and evaluating the positive and negative effects of change on environmental sustainability

The environmental and human influence on the location and characteristics of a place and the management of spaces within them (ACHASK113)

- 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
- exploring the extent of change in the local environment over time and the impact of change on ecosystems
- exploring how a unique environment is used and managed (for example, settlement and human use of Antarctica and the practices and laws that aim to manage human impact)
- 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, protection of a unique species), exploring why people have different views on the issue, and developing a class response to it

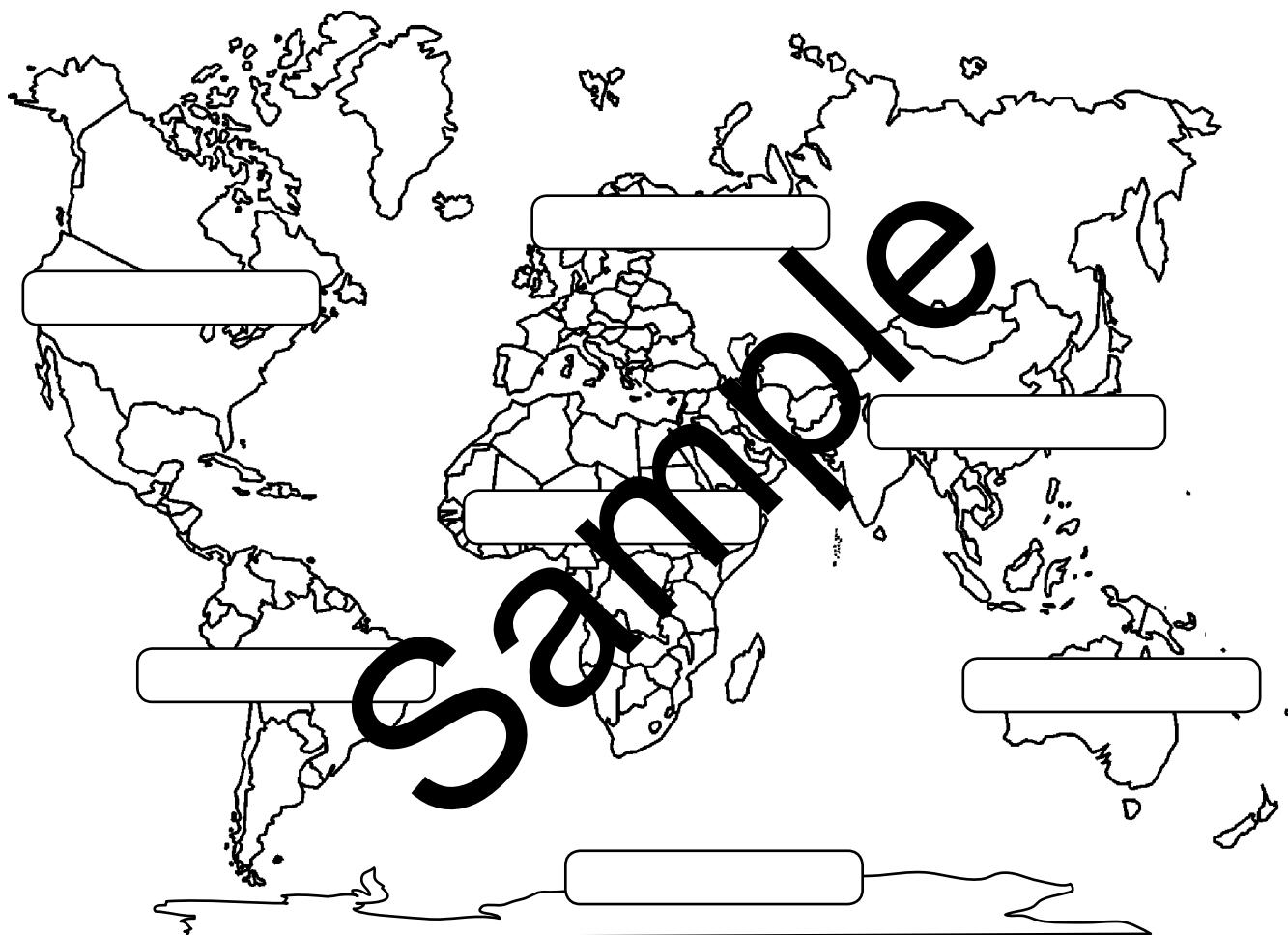
The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)

- 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

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

1. What is a continent? Write a definition below.

2. Name the seven continents of the world on the map below.



3. Colour the continent in which you live.

4. Which two continents are often combined? What new name is given to this combined continent?

5. What continent borders North America?

Mexico And The Aztecs

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

Mexico is a country in the continent of North America. Almost 700 years ago, before Spanish colonisation, the Aztec people settled there. Where they came from is not exactly clear. The Aztecs were resourceful people. They practised a sustainable way of life and created little air, water, land or noise pollution.

Waste

The Aztecs managed their waste in a way that did not harm the environment. They recycled their own human excrement and urine. By doing this, they prevented pollution of the lakes.

URINE

Aztecs would store their urine in ceramic containers at home and use it to dye fabrics (clothing).

HUMAN EXCREMENT

The Aztecs used human excrement as a natural fertiliser on their crops and for tanning leather.

Chinampas

The Aztecs lived on chinampas (pictured right). These were rectangular areas of land surrounded by water and fenced off by reeds. They made chinampas by filling them with mud, lake sediment and various organic materials (food scraps) until they sat above the water level of the lake. They planted trees to hold the chinampas in place and grew crops on them which was highly productive. They grew corn, squashes and tomatoes. All food they consumed were produced by themselves. This means they were self-sufficient.



Along Came The Spanish

After approximately 200 years of the Aztecs settling in Mexico, the Spanish arrived (see image right). They drove out the Aztecs and changed the face of Mexico. The Spanish drained the lakes on which the Aztecs lived. They built houses and factories. The Spanish introduced non-native animals, such as: sheep, goats and chickens. Today Mexico is affected by air, land, water and noise pollution.



Activity**The Changing Face Of Britain 1**

Use the information on page 16 to complete this activity sheet.

The Romans and the Anglo-Saxons changed the face of Britain in different ways.

1. Complete the T-chart to show the difference between Roman and Anglo-Saxon rule.

Anglo-Saxon rule**Roman rule**

2. The Battle of Hastings is one of the most famous battles in Europe. List three facts about the battle.

THE BATTLE OF HASTINGS**FACT 1****KING HAROLD****FACT 2****DUKE OF NORMANDY****FACT 3**

Activity**Changing Landscape 1**

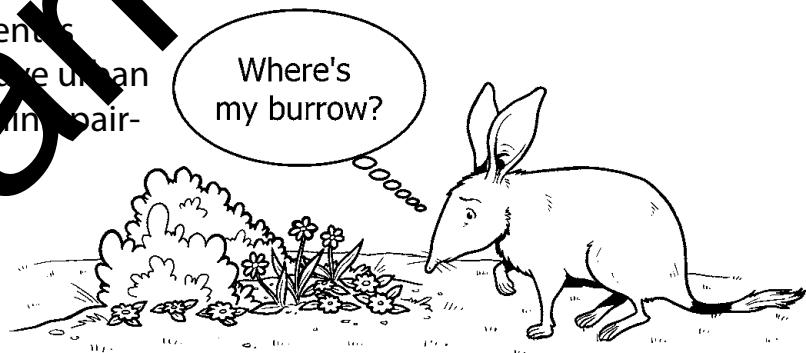
Use the information on page 20 to complete this activity sheet.

1. What was Australia like before European colonisation? What was it like after colonisation? Complete the table with your thoughts.

Pre-colonisation	Post-colonisation
	

2. What is urban development? Use your own words to write a definition.

3. Do you think urban developments are essential? What if we did not have urban development? Complete the think-pair-share to record your thoughts.

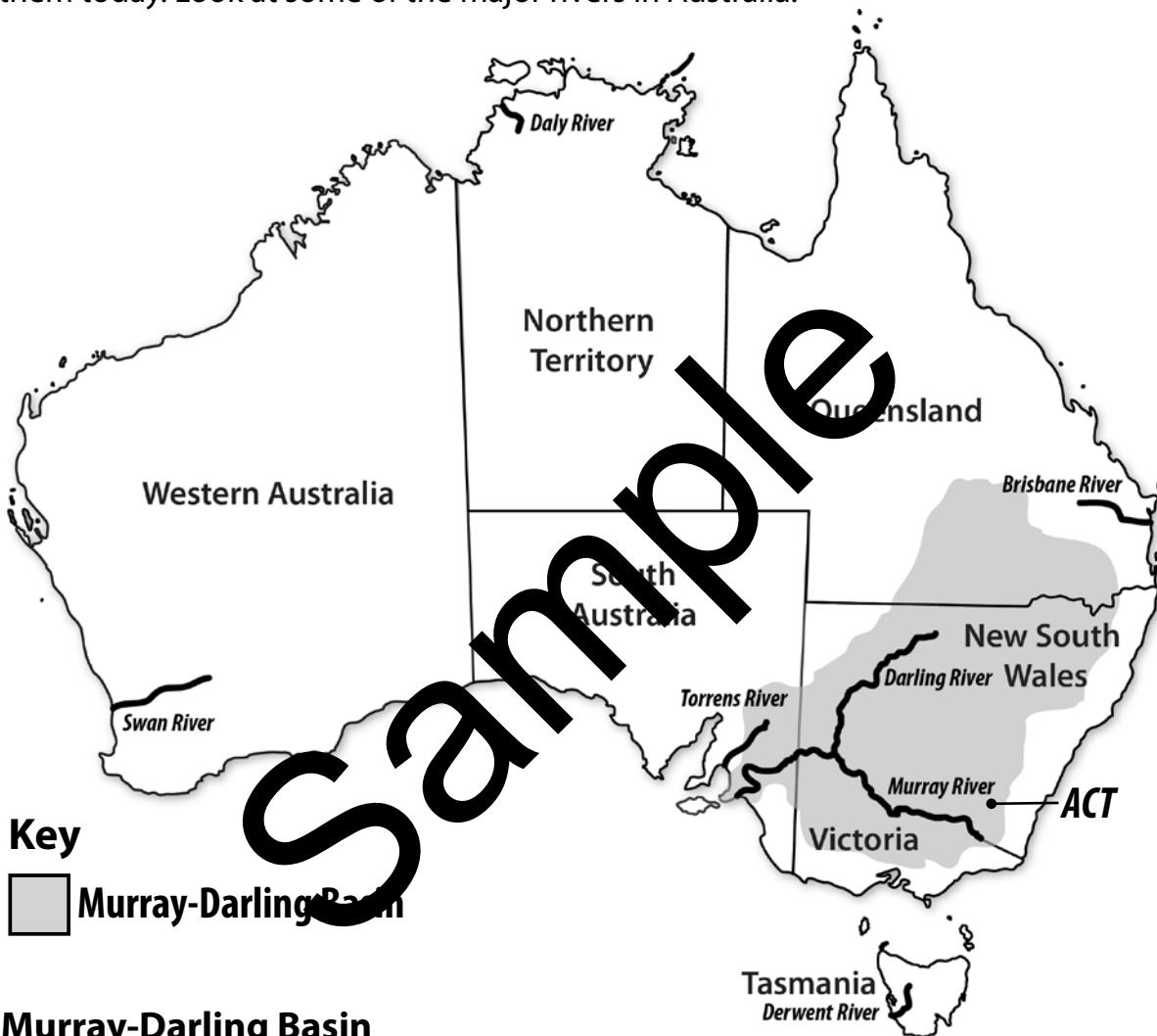
**IS URBAN DEVELOPMENT NECESSARY?**

Think by myself	Share in a pair	Share in a group

Living Near Rivers

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

For any settlement to survive in the colonies of Australia, there had to be a fresh water supply available for the people and livestock. This is why colonies were mostly established next to rivers and natural harbours and why people still live close to them today. Look at some of the major rivers in Australia.



Murray-Darling Basin

The Murray-Darling Basin is located in south east Australia. It runs through New South Wales, Victoria, the Australian Capital Territory, parts of Queensland and South Australia. It contains many rivers including the Murray River and the Darling River.

People Who Live There

Many people live in the Murray-Darling Basin. Some people in the food industry live in the Murray-Darling Basin because water from the rivers provide irrigation. Irrigation is the supply of water to crops to help them grow. Irrigated agriculture uses over 80% of the Basin's water for the growth of crops. Today the Basin is one of Australia's most productive agricultural areas. Farming lands in the Basin account for over a third of Australia's food.

Antarctica - A Unique Environment

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

Antarctica, also known as the South Pole, is a very special ecosystem that we must look after. It covers 14 million square kilometres of the Earth's surface and is approximately twice the size of Australia. It has a unique climate, with winter comprising six weeks of complete darkness and summer comprising 24 hours of continuous daylight. The Sun's rays are so intense during summer that you cannot go outside without wearing special UV protective sunglasses or you may burn your eyes or risk sun-blindness. In winter, the lowest ever recorded temperature was -89.2°Celsius. Due to the harsh climate, nobody permanently lives in Antarctica, although it does attract tourists.

Working In Antarctica

Geologists, marine ecologists, astronomers and meteorologists are some of the people who work in Antarctica. When there, they live in and work from permanent scientific bases and research stations. Due to the harsh climate, scientists only work for short stints before returning home. Read below to find out what these people do in Antarctica.

Geologists

Collect rock samples from beneath the ice to determine things like Antarctica's past climate and former volcanic activity.

Marine ecologists

Study Antarctic aquatic ecosystems that species inhabit.

Astronomers

Study solar activity. Antarctica is one of the driest and clearest spots on Earth from which to view space.

Meteorologists

Study weather patterns such as air pressure, winds and the climate.

Who Owns Antarctica?

Unlike any region in the world, Antarctica is co-owned by seven countries! There is part of Antarctica which is not owned by any country.

Protecting Antarctica

The Antarctic Treaty was established in 1959 and was designed to protect Antarctica from environmental threats and ensure it is only to be used for peaceful purposes. Any military bases, military manoeuvres, weapons testing, nuclear explosions and the disposal of radioactive waste are prohibited under this Treaty. Argentina, Australia, Belgium, Chile, France, Japan, New Zealand, Norway, South Africa, Russia, the United Kingdom, and the United States were among the first countries to join the Treaty.



Activity**Antarctica 2**

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

1. Complete the pros and cons chart about working in Antarctica.



Pros	Cons

2. Write a short diary entry from the point of view of a researcher working in Antarctica. Capture a typical day.

Dear Diary _____



Sample

Antarctic Animals

3. Note down some of the animals that inhabit Antarctica.