

Knowledge box 4 Geography Plus: Australia Here We Come!



These knowledge boxes provide background information for teachers to help develop knowledge for teaching **Australia Here We Come!**

What is it like to live in Australia?



Thinking about differences and similarities

There are lots of things about growing up in Australia that would be very familiar to anyone growing up in the UK. Some things, though, make for a very different experience: for example the climate, plants, birds, animals, landscape, style of building and the layout of streets and settlements.

PowerPoint 3 explores through pictures and words some of the activities Ethan engages in during a week. This is a hyperlinked PowerPoint which starts with the days of the week slide. Only the slides for any one day play sequentially; at the end of the set of slides for that day you will see a 'home' button which will return you to the 'days of the week' home page.

On Monday we meet Ethan's family. These introductory slides are focused on the idea of identity. Ask questions to help you to focus pupils' thinking: Who is Ethan? Where does he come from? Who are his family? Who are the people around him? Where do they come from? What is their story? You can use **Activity sheet 4**, 'Who am I?' to prompt thinking.

What else does Ethan like doing?

- Ethan also enjoys going to the swimming pool at Mingara (www.mingaraone.com.au/default.aspx?id=146), playing on the Wii and practising rugby skills with his dad. (His dad is a former Australian rugby player who played for Featherstone and York in the UK.)
- Ethan and Jaz really like the 'Storybook Garden' at the Hunter Valley Gardens (www.hvg.com.au) and visiting the Australian Reptile Park (www.reptilepark.com.au) which is located on the outskirts of Gosforth. A PowerPoint based on a visit to the Reptile Park can be found at: www.slideshare.net/wendyn57/travels-in-australia-day-2-we-visit-the-reptile-park.

Canberra

On their way to the Snowy Mountains, Ethan and Jaz visit the Australian capital city, Canberra. It has a population of 345,000 and is located 280km south-west of Sydney. Canberra was chosen as the site of the capital city in 1908 as a compromise between rivals Sydney and Melbourne, Australia's two largest cities. Canberra has a very different feel to Sydney: not only is it inland, but the city has been planned from scratch. More information about Canberra can be found on www.visitcanberra.com.au and more photographs of Canberra can be found at www.flickr.com/photos/primarygeography/sets/72157610895454727

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Mapping Ethan's journey



The aim of this activity is to use a large-scale street map to identify the major geographical features of the locality and mark on the map approximately where Ethan lives and the places he visits. It needs a large space initially, possibly the hall.

Resources

- A large-scale street map to use as a floor map. To make this you will need the outline map in **Photoset 2**; a digital projector; a large sheet of thick polythene (try a garden centre); a selection of permanent marker pens, blue for the outline of water, red for the main road etc. The plastic sheeting needs to be suspended vertically on a wall and the map projected onto it: use a permanent marker pen to trace the outline of the map onto the plastic sheet.
- Wooden cubes
- A small card for each pupil on which is written the name of one of the places near his home that Ethan visits, i.e. the supermarket at Bay Village, the skate park at The Entrance, the beach at Toowoona Bay, his nursery at Tumby Umbi, Jaz's school at Bateau Bay.

Activity

- 1 Ask your pupils to draw a scene on the reverse side of their card to show what Ethan would see when he visited the place marked on their card.
- 2 Use Google Maps to familiarise pupils with the different places that Ethan goes to during the week. In satellite view zoom down and view individual features including cars, but also try zooming out so that you show pupils how the map view is different to the satellite view. If you switch to 'Street-view' you can also look around a locality on a horizontal plane. Talk to pupils about how your floor map is a simplified version of the Google Map.
- 3 Work with the map laid on the floor. Pupils can be seated around the outer edges. You could invite some pupils to walk, on the map, the route that Ethan actually took. Describe Ethan's journey to the pupils. Each time you come to a place along the route where Ethan visited, mark it with a wooden cube. Complete the journey.
- 4 Ask the pupils if they can recall which feature each of the cubes represents. Replace the cube with a drawing. Which is easier to remember, the symbol or the cube?
- 5 Photographs could be substituted for the drawings and provide additional information. 'What does the photograph show us that the drawing didn't?'
- 6 Use photographs as a basis for pupils' descriptions of the area.
- 7 Build up an appropriate geographical vocabulary for the district and match vocabulary to photographs.

Ask pupils to draw their own picture maps to show the places that Ethan visited.