

Geography Plus: Australia Here We Come!

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



Let's fly to Australia!

These instructions will give you extra help with the activity described in lesson 1.

Photo: © maxim75



Photo: Wendy North

Day 1 (morning)

On the whiteboard, project images from **Photoset 1** of Heathrow Airport. Then project the image of the inside of a BA/Singapore Airlines long-haul airliner. Ask the pupils if they can see how the seats are arranged; they might be able to draw a plan of the interior. They then need to set out enough chairs for the class in the right formation facing the whiteboard. Seating plans can be found at www.britishairways.com/travel/worldt/public/en_gb

What do you and your pupils know about long-haul flights? Make use of your shared experience to construct an imaginary journey for those who have never flown – or not this far! You could add other props to your experience: drinks (water is best) and snacks, blankets to keep sleeping passengers warm. If they are not seated next to an aisle, passengers have to climb over other people if they want to go to the toilet. The lights are turned out. There will be in-flight movies showing on the little individual screens on the back of the seat in front of them.

Day 2 (morning)

The pupils return to their 'plane seats' when they arrive the next morning. Tell them that they have been flying around the world towards Australia all night, and show them the route on Google Earth.

On Google Earth zoom in slowly on the New South Wales coast and then Sydney Airport as you 'land'. This is what we would see if we were lucky enough to have a window seat! We would soon hear the screaming of the powerful plane engines as the pilot reduces altitude and speed and prepares to land. Ask the pupils to describe what they can see. What is this place like? Watch for details as you fly lower and lower, then land. Now we can show images of Sydney Airport. We need to check in to a hotel in Sydney and rest before we explore the city – jet-lag affects our sleeping and eating patterns and we are in a different time zone now.

This virtual journey is a personal and individual experience that offers pupils the chance to value and share their own enthusiasms and responses.

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Travel journal

Throughout this unit on Australia pupils will keep a travel journal as a record of their learning. It could be a folder or a large exercise book; pupils could make their own.



Photo: Bryan Ledgard

What goes in it?

Pupils can use their travel journal to stick in, draw or write anything that helps them to think through, remember or reflect on what they are learning. A world map and a base map of Australia have been provided. These could go at the start of the journal and be labelled each lesson.

Here are some other ideas:

- notes of pupils' sensory impressions, working from projected images
- notes of feelings, thoughts, ideas – in words or drawings
- interesting words, phrases, facts or numbers pupils want to remember
- sketches/drawings/small flat artwork or digital photos of pupil's artwork
- mindmaps or spidergrams. Try one at the beginning (This is what I think of when someone says Australia) and one at the end (This is what I think of now...)

- images from the internet/travel brochures/ magazines, etc.
- lists
- questions
- something someone else says, or a quotation from something read
- poems/stories.

What will it be useful for?

- helping pupils to record and begin to develop the parts of their learning experiences that they find exciting
- encouraging a reflective and more individual approach to learning
- giving each child a personal 'product' that may be very different from his/her friend's
- supporting Assessment for Learning by giving a focus for teacher interaction and intervention with an individual or group
- providing prompts and material for the final sharing event.