



LEARNING AND TEACHING DIRECTORATE - SECONDARY EDUCATION

Human Society and Its Environment

Guide to using picture books in Geography K–10



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About this resource

'Every day is a good day if we are reading a picture book.' Vivian Kirkfield, author (undated)

This document aims to:

- promote and explain the value of using picture books in K-10 geography teaching for developing geographical concepts, skills, knowledge and understandings
- encourage K-10 teachers to integrate picture books to enhance their geography teaching and programming as a geographical tool, stimulus material and/or resource
- provide examples of geography teaching and learning activities based around specific core picture books thoughtfully selected for their geographical and literary value
- offer examples of creative geography teaching and learning strategies that enable students to work and think geographically
- recommend a comprehensive list of stage related, syllabus linked picture books as a resource for use in geography teaching and learning
- inspire teachers to seek out and share picture books that add enjoyment to and enhance students' geographical experiences.



The project started with a beautiful picture book, opened and shared amongst a group of teachers. And then another, and another. As books were held and covers opened, the delightful sensory engagement with picture books became evident. With the examination of each book, ways that they were used in teaching and learning were revealed, magical moments of student engagement were imparted and deeper meanings in the illustrations and words were discussed. This sparked the development of this picture book project that was funded by the NSW Department of Education Learning and Teaching Directorate – Secondary Education, HSIE unit. It has been written in collaboration with primary and secondary teachers.

Included in this document are background information, sets of specific teaching and learning activities for at least one picture book per focus area per stage, and a scope and sequence of suggested picture books for geography K-10. Some books are suitable for multiple stages and content, and so it is hoped that teachers will look beyond their stage and adapt and modify activities for their students. Most of the books listed are available in school and/or public libraries, however, some are out of print but were favourites that the authors were reticent to give up. They can usually be purchased online or accessed via a reading on *YouTube* or *Vimeo*. Many of the activities can be applied to other books as well as other visual representations such as photographs and paintings.

In the picture book, *What Do You Do With an Idea?* (Kobi Ymada's and Mae Besom), an 'idea' grows until it bursts into the sky and becomes part of everything. It is hoped that this will happen with picture books and HSIE programs!

Image: [Two boys in Laos laugh over a picture book](#). Blue Plover. [CC BY-SA 3.0](#)

Value of using picture books in geography

Why use picture books in geography teaching and learning

'Reading is the thing that, when you're young, can really make you see that there's another life outside your world, no matter what sort of world you're born into. And sometimes it reflects your own life - you get your own situation into perspective.' Alison Lester, author and illustrator (2012)

Stories have always been a part of human culture and have been used for thousands of years to teach and entertain, impart laws and lessons, preserve culture and beliefs, and pass on values and knowledge. Picture books add visual representations to the story and enable us to engage with a multiplicity of people and places.

In geography teaching and learning, picture books can:

- increase engagement and stimulate interest
- open up the world and bring places to life
- engage students' imagination and provoke curiosity and inquiry
- provide a diversity of perspectives and build empathy and understanding
- make connections to students' lives and encourage reflection and comparison
- introduce geographical issues, themes and dilemmas which engage the emotions
- model visual representations and exemplify language forms and features
- inspire creative and imaginative interpretations and responses
- provoke an emotional reaction that translates to personal action
- cater for a variety of different learning styles
- bring joy to the learning.

Picture books should firstly be enjoyed in their whole, and for pleasure, rather than being geographically dissected as they are read. They can be re-read for geographical information, ideas and discussions but in doing this, care needs to be taken not to 'ruin' the book with over-dissection (Lewis 2010).

Windows to the world

The place and setting of picture books provide geographical locations enabling students to virtually visit diverse places around the globe and to develop knowledge and understandings of difference and diversity. Places can be located on globes and maps, and satellite and Google Street View images can be examined for real views of vegetation, land uses and street level surroundings. Supplementary photographs and videos of people in places can introduce a global perspective and enhance intercultural understanding.

Books such as *Possum Magic* by Mem Fox and Julie Vivas give Stage 1 students a taste of the diversity across Australia; *Mirror* by Jeannie Baker immerses Stage 2 students in daily lives in a Moroccan village and Australian city as does *Sacred River: The Ganges in India* by Ted Lewin for Stage 3 students. The deeply moving book, *A Thirst for Home* by Christine Ieronimo and Eric Velasquez, engages Stage 5 students in a child's connection between her birth country of Ethiopia and her new home of America as well as the issue of inequitable distribution of resources.

Variety of perspectives

Picture books enable students to 'step into the story' to imagine and infer the experiences and perspectives of the people within, and to build empathy and understanding of their lives. Perceptions of and connections between characters and places can be expanded and explored imaginatively using process drama strategies such as role-play, conscience alley and mantle of the expert that can then lead to written work. In one Stage 1 class using *A New Year's Reunion* by Yu Li-Qiong and Zhu Cheng-Liang, the students spoke of young Maomao as if she was an extra member of the class and explored her connections to people and places through writing, music, dance and art. *Voices in the Park* by Anthony Browne enables Stage 4 students to explore varying perceptions of the liveability of places as does *Cat and Fish* by Neil Curtis and Joan Grant for

Early Stage 1 students. The wordless book *Zoom* by Istvan Banyai can challenge Stage 3 and 4 students' perceptions of the world.

Visual representations

Illustrations in picture books are a major factor in their appeal. They are works of art in themselves and model creative representations of real and imagined worlds using a variety of media and techniques that can inspire creative responses in students (Dolan, 2013). Using visual literacy strategies and geographical processing skills, critical analysis of illustrations enables students to extract meaning, purpose, perspective and bias and generate further inquiry. In picture books places are represented from a variety of view-points including eye level, oblique angle and vertical aerial (birds' eye) view which can be deconstructed from a geographical tools approach, for example, Bronwyn Bancroft's colourfully patterned *Why I Love Australia* representing Australia's diverse features for Stage 2 students and the black and white landscape silhouettes in *Round Trip* by Anne Jonas for Stage 4 students. Demonstrating a host of symbolic visual strategies, picture book illustrations communicate peoples' emotions, experiences and perspectives in various life situations such as the challenges of homelessness in *Way Home* by Libby Hathorn and Gregory Rogers for Stage 5 students.

Communication of issues

Picture books deal with wide ranging issues as their context. These include environmental and social justice issues, natural and human-induced disasters, cultural diversity and connections between people and places. When investigating an issue, it is important that our students are left with hope for the future. *The Curious Garden* by Peter Brown does this and illustrates the impact a small curious boy, and subsequently the community, can have on greening a city, modelling how to care for a place to Stage 1 students and how to enhance sustainability in urban places for Stage 5 students. *Sparrow Girl* by Sara Pennypacker and Yoko Tanaka also demonstrates the power of one in changing biomes (Stage 5), in both creating devastation and restoring it. Whereas, *Cat on the Island* by Gary Crew and Gillian Warden provides a confronting account of environmental devastation for Stage 3 and Stage 5 students and so should be balanced with 'good news' accounts such as *Belonging* by Jeannie Baker and *The Tin Forest* by Helen Ward and Wayne Anderson.

How to use picture books in geography teaching

In geography lesson planning, picture books can be used:

- as an engaging stimulus when introducing a geographical inquiry
- as a core text for a geographical inquiry used as a reference point or springboard for inquiries
- to illustrate or explain a geographical concept or idea
- as a core text for an integrated conceptual unit of work of which a geographical inquiry is part
- to practise and apply visual literacy skills in both literary and geographical analysis
- as an additional resource for reference and research.

When one copy of a book is available it is preferable to sit in a comfortable relaxed space and read the picture book through first for pleasure as a shared reading. This creates the sense of story telling. The book can be re-read with interpretations and explanations many times after the initial reading. In some cases a blind first reading may be appropriate: reading the text without showing the illustrations. This enables the students to imagine the setting and features of places and to create their own visualisations of them.

Following a shared reading, having available a class set or several copies of the picture book enables students to actively engage with the book at their own pace either individually or collaboratively. Perhaps the families in your school are in a position to purchase one picture book per term or unit of work, as a core text, added to the school invoice. If copies of books are not available in your school or local libraries, there are often video readings on *YouTube* or *Vimeo*.

Picture books and the geographical inquiry process

Where do they fit?

Picture books can be used in all stages of the geographical inquiry process. They are particularly useful as stimulus material to launch an inquiry but also provide a valuable resource to 'dip' in and out of during the inquiry.

In the acquire step, a picture book can set the context of the inquiry and stimulate curiosity. It can provide the springboard for formulating a set of inquiry questions to guide the inquiry.

As visual representations, picture books can be used as a geographical tool for acquiring information. They provide a secondary source of information represented from the perspective of the author and illustrator.

Picture books are created with a specific purpose and as such the intent of the creators needs to be evaluated by students in the process step of a geographical inquiry.

Symbols and icons used in illustrations in picture books can be used as models when students represent their own geographical information. Students can replicate these in maps, infographics and diagrams.

A communication product in themselves, picture books provide an example of how geographical information and sustainable actions can be communicated in a multimedial form using words and pictures. Students can compose their own picture books, cartoon strips and digital texts to communicate information and to promote individual and group action.

The Curious Garden – an analogy for the geographical inquiry process

'What would happen if an entire city decided to cooperate with nature?' Peter Brown, author.

The Curious Garden by Peter Brown can be used as an analogy for the geographical inquiry process. The protagonist, Liam, is a curious boy with an inquiring mind who likes working geographically in the outdoors. His actions lead to extensive change.

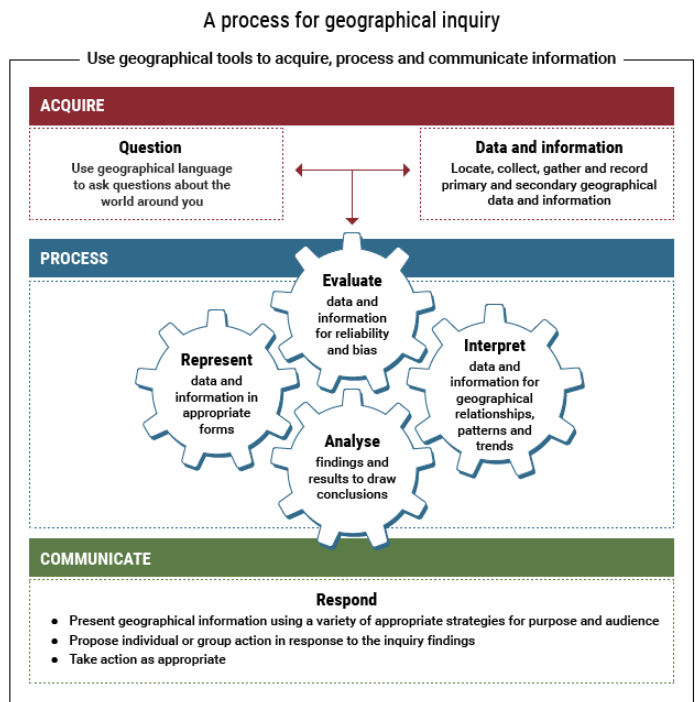
Question

The first step in a geographical inquiry is to formulate a geographical question and a set of inquiry questions that ask *What is where? Why there? Why care? When* Liam stumbled on a dark stairwell, he asked himself: *What is up there? and Where does it go?*

At the top of the abandoned railway Liam noticed plants that were brown and dying. He didn't spend much time on the question: *Why there?* but moved straight to *Why care?* and returned to water and prune the plants.

Acquire data and information

'... the plants waited patiently while Liam found better ways of gardening.'



'Liam found better ways of gardening' is the acquiring data and information step in the geographical inquiry process. Liam acquired primary data in the field through fieldwork that immersed him in the patch of garden. He probably used the visible thinking strategy of 'see–think–wonder'. We know he experimented with gardening methods and made insightful observations.

'Over the next few months, Liam and the curious garden explored every corner of the railway.'

In his fieldwork, Liam gathered primary data through immersive and sensory experiences. He learnt the smallest details of the natural and human features of the place, tuned into its sounds, smells, colours and textures. He observed the interconnections between plants and animals in the garden and of people in the city. He would be able to sketch it, map it and describe how it made him feel.

'Rather than waste his winter worrying about the garden, Liam spent it preparing for spring.'

Liam used his indoor time for researching secondary information. He acquired it from books, perhaps gardening shows on TV and interviewing and surveying his family and neighbours about plant care.

Process geographical information

We don't know how Liam processed his primary and secondary information in order to make connections and draw conclusions. Perhaps he generated a chart of plants and their habitat requirements, perhaps graphed their growth and/or mapped their spread. Maybe he created a KWL chart to list what he still wanted to know or created a futures chart to predict the spread of the garden.

'After three cold months ... Liam rolled his new gardening gear over to the railway.'

Communicate geographical information

Through his visible actions, and through the expansive spread of the garden, Liam communicated what he had learnt. The community watched with interest and were inspired to join in.

Respond

As his response, Liam applied his knowledge and undertook individual action. He could predict that the garden would continue to explore the rest of the city as a result of his actions, but he didn't expect its far-reaching impact of engaging the community and bringing them together.

'But the most surprising things that popped up were the new gardeners.'

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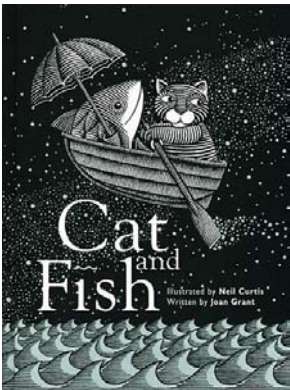
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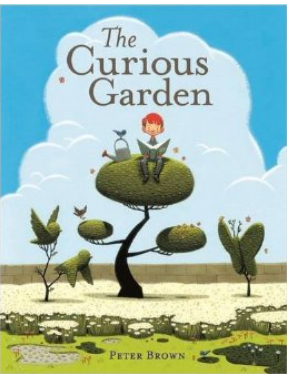
Cat and Fish by Neil Curtis and Joan Grant

Early Stage 1 – People Live in Places	
	<p>Synopsis</p> <p>Cat and Fish meet one night and become friends. They tell each other about their worlds of the land and the sea and explore them together. Cat and Fish learn new things from each other and take each other to their special places. They finally decide to live where their two worlds meet.</p> <p>Geographical concepts and ideas</p> <p>Place, space, environment</p> <p>Features of different places people live in and belong to. What makes a place special. Interrelationships between people and places. Representation of places.</p>
<p>English concepts</p>	<p>Setting, characterisation, representation</p>
<p>Selected syllabus content</p>	<p>Important places</p> <p>Students investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)</p> <ul style="list-style-type: none"> – identification of places they live in and belong to – discussion of why places are special and how people care for them.
<p>Engaging with the text</p>	<p>Building the field: What are some land places that you know? What are some water places you have visited?</p> <p>Share the book with the students. Perhaps start with a blind reading to enable students to imagine the worlds of cat and fish. What would you see in each place?</p> <p>On a second reading ask students to look at the details in the images. What do cat and fish do together? What are the features of the places they explored?</p> <p>Making connections: Text to text - What is the traditional relationship between cats and fish? Text to self – What pets do you have? What land and water places have you visited? Text-to-world – e.g. media stories re whale sightings.</p> <p>Note: This text is suitable as a core text for an in-depth conceptual unit of work.</p>
<p>Cross curriculum links</p>	<p>English – Grammar: noun groups, action verbs, adjectives, adverbs. Construct sentences with 'who', 'what's happening' and 'where'</p> <p>Science and Technology – Living World: needs of animals</p> <p>Mathematics – Position: language of position and movement</p> <p>PDHPE – Relationships, getting along with each other</p> <p>Visual Arts – Textures and patterns, cross hatching, stripes</p>
<p>Supporting texts and resource links</p>	<p>Home by Carson Ellis</p> <p>Tom Tom by Rosemary Sullivan and Dee Huxley</p> <p>Mr McGee by Pamela Allen</p> <p>It's a Miroocool! By Christine Harris and Ann James</p> <p>Cat and Fish Teachers' notes, Pearson Education</p> <p>My School Grounds: Geography Teaching Framework, NSW DoE</p>



Cat and Fish – Learning snapshots

<p>Journey between two worlds</p>	<p>What are the features of land and water worlds?</p> <p>Revisit the illustrations in <i>Cat and Fish</i>. What are the features of Cat’s land world and Fish’s water world? Where did Cat and Fish meet? Where did they decide to live at the end?</p> <p>View photographs of land and water places. Ask questions to draw connections to students’ personal experiences. What is a favourite place and why?</p> <p>Students draw themselves in a favourite place on land or water on paper or digitally. Working in pairs, or recorded onto a tablet device, students refer to their illustration and describe their favourite place just as Fish and Cat did.</p> <p>Jointly construct a large 2D or 3D pictorial floor map of Cat and Fish’s journey. Encourage students to name and describe features during construction.</p>
<p>Place-making</p> 	<p>What makes a place special? How can we care for our special places?</p> <p>View the illustration of Cat’s cosy hide-out. What places are special? What makes a place feel cosy and safe? Use adjectives to describe cosy places.</p> <p>Outdoors in the school grounds or local park, students explore the environment. Working in groups they use loose natural materials to create shelters or gunyahs. Alternatively they create tents using old sheets draped over structures or branches.</p> <p>Provide time for students to make their shelter feel homely. Students describe how they feel when they are in their shelter and explain how they can care for it.</p> <p>Place-making enables students to physically and mentally engage with the environment and an opportunity for critical and creative thinking (Witt, 2013).</p> <p>Image: ES1 students constructing shelters, JA Sheridan</p>
<p>Active places</p>	<p>How do we use different places in our school?</p> <p>How did Cat and Fish move through their worlds? Use the language of position and location to describe cat and fish’s movement through their worlds, e.g. they sheltered under a leaf. Notice how the placement of the text in the book mimics the movement. Identify the action verbs that describe Cat and Fish’s movements.</p> <p>What are your favourite activities and places in the grounds? Survey students and construct a class pictograph of favourite places and activities. Visit the most favourite places and undertake the most favourite activities.</p> <p>Whilst in the school playground give students directions with action verbs, e.g. prowl through the tunnel. In pairs students give each other directions to find a special place.</p>
<p>Bird’s eye view</p> 	<p>How are places represented?</p> <p>Identify the views represented in the illustrations in <i>Cat and Fish</i>, e.g. eye-level/side-view and bird’s eye. View a bird’s eye satellite image of the school playground and an eye-level Street View image of the front of the school.</p> <p>Demonstrate side-view and bird’s eye view by photographing two soft toys and comparing the views.</p> <p>Students arrange and photograph two soft toys lying on a textured surface. Students use filters to create an artistic effect for their image then repeat the activity for an eye-level view.</p> <p>Image: Manipulated photograph of toy butterfly and frog. G Braiding</p>

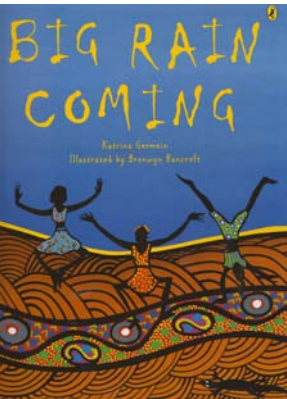
The Curious Garden by Peter Brown

Stage 1 – Features of Places	
	<p>Synopsis</p> <p>Liam is a curious boy who likes to be outdoors exploring his drab city. He notices a dark stairwell and discovers some struggling plants growing along an unused railway track above the city. He nurtures them and together they explore and spread into all sorts of unexpected places. Armed with new knowledge after winter Liam's city is transformed through his actions and those of his community.</p> <p>Geographical concepts and ideas</p> <p>Place, space, environment, interconnection</p> <p>Natural and human features of an urban place. Ways places change. Active role of citizens in caring for places.</p>
<p>English concepts</p>	<p>Advocacy, characterisation, setting</p>
<p>Selected syllabus content</p>	<p>Features of places</p> <p>Students investigate features of places and how they can be cared for, for example: (ACHGK005)</p> <ul style="list-style-type: none"> – description of the natural and human features of places – consideration of how a place can be cared for e.g. a park, farm, beach, bushland.
<p>Engaging with the text</p>	<p>Building the field: Define 'curious' as 'eager to learn' and as 'odd or unusual'. Which definition does the cover suggest?</p> <p>Sitting outdoors, in a natural places, share the book with the students. What are the features of the place? How did they change? How would we describe Liam? How did he care for his place?</p> <p>Making connections: Text to text – texts about place and environments. Text to self – school vegetable garden and natural spaces, own and grandparents' gardens. Text to world – vertical gardens, community gardens.</p> <p>Note: This text is suitable as a core text for an in-depth conceptual unit of work.</p>
<p>Cross curriculum links</p>	<p>English – Characterisation: character web about Liam; personification of the garden. Venn diagram of how Liam and the garden are similar and different. Writing: sensory writing outdoors in nature; diary writing in Liam's narrative voice</p> <p>Science and Technology – Living World: explore needs of living things and places where their needs are met. Apply science knowledge in caring for living things. Built Environments: places and spaces</p> <p>Visual Arts – Representations of gardens in paintings, e.g. Monet and Matisse</p> <p>Sustainability – Caring for places</p>
<p>Supporting texts and resource links</p>	<p>So Many Wonderfals by Tina Matthews</p> <p>My Country by Ezekiel Kwaymullina and Sally Morgan</p> <p>Last Tree in the City by Peter Carnavas</p> <p>The Curious Garden Educator's Guide, Peter Brown</p> <p>Local Places and Spaces: Geography Teaching Framework, NSW DoE</p>

The Curious Garden – Learning snapshots

<p>Curiosity – fieldwork</p> 	<p>What are the features of our school grounds?</p> <p>Liam was a curious boy who liked to explore outside. Take the students outside to explore the school grounds. Enable slow sensory exploration through:</p> <ul style="list-style-type: none"> • nature spot – sitting still and silently in a spot observing the surroundings • collecting colours – collect and display loose leaves of various colours • scrunch and sniff – aromatic leaves, cup hands to smell flowers (don't pick) • secret places – shine torches or mirrors into dark crevices and holes • shoes off – walk on grass, rocks, sand. <p>Image: Investigating the school grounds. Royal NP EEC</p>
<p>Features of places</p>	<p>What are the features of, and activities in, Liam's gardens?</p> <p>Examine the series of frames of people in the gardens in <i>The Curious Garden</i>. What is happening in each frame? What are people doing in these spaces?</p> <p>In which frame would you like to be? What would you hear, smell and see? What would you like to do in the spaces? How would the space make you feel?</p> <p>On an enlarged copy of a favourite frame, students label the human and natural features and the imagined sounds and smells. They enact being in the frame then question each other about the space and what they imagine it would be like.</p>
<p>Tour of your place</p>	<p>What are the features of, and activities in, our school grounds?</p> <p>In pairs, students take a favourite soft toy on walk through the school playground. They explain the natural and human features to their toy and show their toy how they use and care for the spaces. Students take photographs of their toy in favourite places of the school grounds. These can be collated by the students into annotated photographic collages.</p> <p>Survey students from other grades on favourite uses of the school grounds. Graph and analyse the collected data.</p>
<p>Dream garden</p> 	<p>How can places change?</p> <p>Provide copies of the first and last double page spreads in <i>The Curious Garden</i>. Students use sticky notes to identify the changes that were made to the cityscape and then record them in a Venn diagram. What have been the consequences of the community's teamwork? How did Liam lead and inspire the change?</p> <p>In teams, students design and create a model of their 'dream garden'. These can be ephemeral models constructed outside using loose natural materials. Students provide verbal explanations of the features and uses of their garden.</p> <p>Image: Plan of dream garden created using loose natural materials. G Braiding</p>
<p>School habitat garden</p>	<p>How can we care for and improve our place?</p> <p>View images of the Highline in New York City on that inspired the writing of <i>The Curious Garden</i>. Resource: Friends of the Highline Flickr.</p> <p>Is there an area of your school grounds that could be improved through a planting project? Perhaps a native garden could be restored or a vegetable plot planted. Photograph potential areas for improvement and link them to a school site.</p> <p>As a class, reach consensus on an area for improvement and develop an action plan. Take photographs and videos to record the project's progress. Compile into a digital multimodal text for sharing with other grades.</p>

Big Rain Coming by Katrina Germein and Bronywn Bancroft

Stage 1 – Features of Places	
	<p>Synopsis</p> <p><i>'Everyone and everything is waiting for the rain.'</i></p> <p>Old Stephen watches the clouds and predicts when the rain will arrive. It doesn't arrive and the days and nights become hotter and hotter. The dogs dig themselves into dusty holes, Rosie's kids sleep under the stars, the children swim in the billabong and the frogs huddle around a leaky tap. Finally the rain arrives!</p> <p>Geographical concepts and ideas</p> <p>Place, environment, interconnection</p> <p>Weather of Australia's Top End at the end of the dry season and the anticipation of the wet season. How people describe weather and seasons of places.</p>
<p>English concepts</p>	<p>Characterisation, culture, setting, theme</p>
<p>Selected syllabus content</p>	<p>Weather and seasons</p> <p>Students investigate the weather and seasons of places, for example: (ACHGK006)</p> <ul style="list-style-type: none"> – comparison of the daily and seasonal weather patterns of places – examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars – discussion of how weather can affect places and activities.
<p>Engaging with the text</p>	<p>Building the frame: Use example to define 'waiting' and 'weather'.</p> <p>Making connections: Text to text – stories about weather and seasons. Text to self – What is the weather like today? What are we wearing? What activities can we do? Text to world – weather forecasts.</p> <p>Share the book with the students. Firstly share just the illustrations, naming the days of the week. Predict the sequence of weather then read with words.</p> <p>How is the setting of the story different to our place? What are the features of the place? Where is the story set? How is the weather similar or different to our place?</p>
<p>Cross curriculum links</p>	<p>English – Grammar: descriptive noun groups. Characterisation: Old Stephen. Visual literacy: reading paths, colour</p> <p>Science and Technology – Earth and Space: daily and seasonal changes</p> <p>Visual Arts – Aboriginal representations of the Rainbow Serpent</p> <p>Aboriginal and Torres Strait Islander histories and cultures – description of weather and seasons</p>
<p>Supporting texts and resource links</p>	<p>A Year on Our Farm by Alison Lester</p> <p>Ernie Dances to the Didgeridoo by Alison Lester</p> <p>All Through the Year by Jane Godwin and Anna Walker</p> <p>Diru'wunan and Diru'wun: The Currawongs and the Magpies, D'harawal Dreaming story by Frances Bodkin, Gawaian Bodkin-Andrews and Lorraine Robertson (illust.)</p> <p>Big Rain Coming unit, Reading Australia</p> <p>Weather: Geography Teaching Framework, NSW DoE</p>

Big Rain Coming – Learning snapshots

Colours and sounds of outback weather



How does the weather affect places in the outback?

What are the features of the places in the setting of *Big Rain Coming*? How are they different and similar to our place?

Use satellite imagery to locate and view the colours of the land in outback Australia. Reread the book and examine the illustrations. View photographs of Australian outback storm clouds, sunny days, night skies, billabongs, sunsets and rainstorms.

Jointly construct a weather diary for the fictional week described in the book.

	Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
Clouds							
Sunshine							
Rain							
Hot							
Cool							
Activities							

If we were there, what would we hear and smell? Students use body percussion and percussion instruments to create sounds for each page, e.g. rumbling of thunder, wind swishing. Orchestrate them into a soundscape and record as an accompaniment to a reading of the story.

Image: [Storm cell, Northern Territory](#), Free Aussie Stock. [CC BY 3.0](#)

Local weather diary

How does the weather affect our school grounds and us?

Create a weather diary for a week at school using the table above. How does the local weather diary compare to the *Big Rain Coming* weather diary?

Take the students outside into the weather to undertake these observations:

- sunny days – use chalk to trace each other’s shadows in the morning, after recess and after lunch. Observe changes and discuss why.
- rainy days – observe the location of puddles and plot them on a school site map. What surfaces are they on? When the rain stops trace the edge of a puddle and observe changes over time.
- windy days – hold up ribbons or strips of paper to watch wind direction.

Record observations using drawings, notes and photographs into a class record. (Adapted from Tanner and Whittle, 2015, pp. 14-15)

Indigenous weather knowledge



How do Aboriginal and Torres Strait Islander people describe the weather and seasons?

Reread *Big Rain Coming*, focusing on the rainbow serpent flowing through each page, including the inside covers. To the Gagudju people the Rainbow Serpent brings the wet season each year (Australian Government, 2015.) View and compare representations of the Rainbow Serpent in Aboriginal artworks.

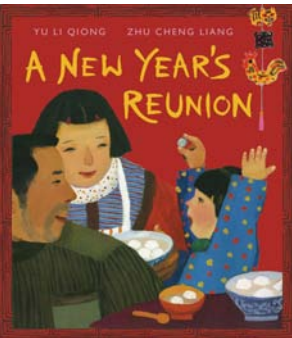
What does the Rainbow Serpent symbolise and represent in *Big Rain Coming*? How does the representation change in the illustration for Saturday’s rain?

Indigenous people have extensive knowledge of weather and the environment. What did Old Stephen make reference to when he made his predictions?



Explore the online interactive [Indigenous Gulumoerrgin \(Larrakia\) seasonal calendar](#) (CSIRO). Discuss the environmental responses and human activities in each of the six seasons. Compare to the [D’harawal Calendar](#) (BoM) for Sydney to Shoalhaven.

Image: The yellow kapok flower blooms in Larrakia Big Wind Season. G Braiding

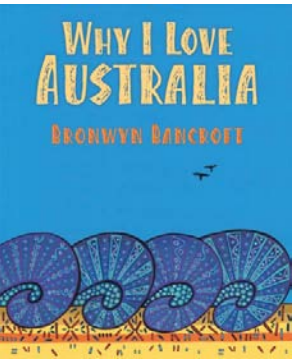
A New Year's Reunion by Yu Li-Qiong and Zhu Chen-Liang

Stage 1 – People and Places	
	<p>Synopsis</p> <p>Set in China, young Maomao's father has been working away from home for the year. He returns for a few days to join the family in celebrating Chinese New Year. Almost a stranger to her at first, Maomao and her father become closer as they get ready for the celebrations. Together they put up banners, make sticky rice balls, go New Year visiting and watch a dragon dance from the roof top. After just a few days Maomao has to farewell her father again but she gives him her fortune coin as a connection across time and distance.</p> <p>Geographical concepts and ideas</p> <p>Place, interconnection, scale</p> <p>Natural and human features of places in the world. Chinese daily life, cultural customs and traditions. Connections and links people have with people and places.</p>
<p>English concepts</p>	<p>Culture, cultural identity, narrative voice (first person), symbol</p>
<p>Selected syllabus content</p>	<p>Local and global connections</p> <p>Students investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: (ACHGK010, ACHGK011, ACHGK012)</p> <ul style="list-style-type: none"> – description of reasons people are connected to places in Australia and/or countries across the world e.g. birthplace.
<p>Engaging with the text</p>	<p>Building the field: What do you know about Chinese New Year?</p> <p>Share just the illustrations and ask for predictions. Then read with words.</p> <p>Making connections: Text to text – What colours are used in Chinese New Year celebrations? Text to self – Have you been a part of Chinese New Year celebrations? What cultural events does your family celebrate?</p> <p>If you were with Maomao and her father watching the dragon dance, what else would you see? What noises would you hear? What have you learnt about Chinese culture from Maomao's story?</p> <p>Note: This text is suitable as a core text for an in-depth conceptual unit of work.</p>
<p>Cross curriculum links</p>	<p>English – Visual literacy: framing, salience, angles, colour and symbols. Grammar: descriptive noun groups, proper nouns</p> <p>Creative arts – Music and dance related to Chinese New Year</p> <p>Visual arts – Chinese artworks and calligraphy. Decorate red money envelopes</p> <p>Asia and Australia's Engagement with Asia – Chinese culture</p>
<p>Supporting texts and resource links</p>	<p>Fang Fang's Chinese New Year by Sally Rippon</p> <p>Grandpa's Mask by Jing Jing Guo</p> <p>We All Went on Safari: A Counting Journey through Tanzania by Laurie Krebs and Julia Cairns</p> <p>Around the World: Geography Teaching Framework, NSW DoE</p> <p>People Live in Places: Chinese Australians unit, State Library of NSW</p>






A New Year's Reunion – Learning snapshots

<p>Faraway places</p>	<p>What are some places far away from Australia?</p> <p>Why does Maomao's father build houses in places far away from his home? Define 'far away' with reference to a map of Australia and the world. Do you have grandparents or relatives that live in faraway places?</p> <p>Locate your approximate current school location on a globe. Locate China and birth countries of students and/or their families. Students use wool or string to measure distances to China and familiar countries from their current location.</p> <p>Graph and compare the distances from Australia to other places. Which are the most faraway? (Each piece of string can be pinned or pasted to form the graph.)</p> <p>Working with globes builds understandings of Australia's location in relation to other parts of the world. Provide time for exploration in addition to the set task.</p>
<p>Lucky fortune coin</p> 	<p>How do people connect to family and friends in faraway places?</p> <p>What activities do Maomao and her father do together during his stay? Jointly construct a diary of the activities, writing in Maomao's voice, e.g. Day 1 –put up banners, made sticky rice balls, snuggled in bed. How do her feelings change?</p> <p>Chinese fortune coins symbolise good luck and good fortune. Why was Maomao's coin so special? Why does she give it back to her father?</p> <p>What activities do you do with loved ones you see just once or twice a year? Is there a special activity that connects you together? Using a T-chart, students draw themselves with a grandparent, relative or friend that lives far away. On one side they draw and label how they stay in touch when apart, and on the other, special activities they do together when they visit.</p> <p>Image: Chinese coin. Public domain</p>
<p>Links between Australia and China</p>	<p>How is Chinese New Year celebrated in China and Australia?</p> <p>How is Chinese New Year is celebrated in Maomao's town? How is it celebrated in Australia? View images and videos of Chinese New Year celebrations in the students' suburb or city. Invite students with Chinese heritage to show and explain some of their family's traditions for the celebration.</p> <p>Students make banners and lanterns to create a Chinese New Year classroom display. Students could also make sticky rice balls, respond to music and participate in a dragon dance.</p> <p>Why is Chinese New Year is celebrated in Australia and other countries around the world as well as China? Students put on their 'expert hat' to explain global connections through Chinese New Year celebrations in Australia.</p>
<p>Chinese New Year</p> 	<p>What symbols are used in Chinese New Year celebrations?</p> <p>The making and eating of sticky rice balls is a Chinese New Year tradition in Maomao's family. They are a symbol of reunion. What other foods are eaten during Chinese New Year and what do they symbolise?</p> <p>Examine the illustrations in <i>A New Year's Reunion</i> and identify Chinese New Year symbols, e.g. red lanterns, banners, fortune coin, red envelopes, broom (cleaning).</p> <p>Students collect and label images of Chinese New Year symbols. They create a table of symbols and write or provide verbal explanations of their meanings.</p> <p>Image: Chinese New Year lanterns. Public Domain</p>

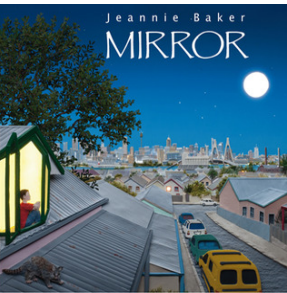
Why I Love Australia by Bronwyn Bancroft

Stage 2 – Places are Similar and Different	
	<p>Synopsis</p> <p><i>'Big rivers shaped by mystical beings, flowing from the mountains to the sea'.</i></p> <p>So begins the visual journey through Australia's diverse natural and urban landscapes. These are author Bronwyn Bancroft's artistic representations from a variety of viewpoints that express her feelings and respect for them. Each page describes and illustrates the features and colours of a specific landscape from the 'jewelled necklace' of city lights to 'crusted salt pans'. The repeated image of an Aboriginal person with a smoking coolamon reminds readers of the relationship of Aboriginal and Torres Strait Islander Peoples to their Country and Place.</p> <p>Geographical concepts and ideas</p> <p>Place, space, environment, interconnection, scale</p> <p>Natural and human features of a variety of Australian places. Artistic representations of features. Various views, e.g. birds eye, eye-level.</p>
<p>English concepts</p>	<p>Culture, cultural identity, imagery, setting, theme</p>
<p>Selected syllabus content</p>	<p>The Australian continent</p> <p>Students investigate Australia's major natural and human features, for example: (ACHGK014, ACHGK015)</p> <ul style="list-style-type: none"> – description of natural features of Australia e.g. deserts, rivers, mountains – identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples.
<p>Engaging with the text</p>	<p>Share just the words with the students so they can visualise images from the descriptive language. Discuss visualisations. Then read again, showing the illustrations.</p> <p>Making connections: Text to text – Do the illustrations remind you of another book? Do they remind you of other artworks? Text to self – Do the words and illustrations remind you of a place you know? What places have you visited in Australia?</p> <p>What elements are similar on each page? What do they represent? What page would you like to step into? Why?</p> <p>Note: This text is suitable as a springboard into a geographical investigation.</p>
<p>Cross curriculum links</p>	<p>English – Grammar: noun groups, adjectives, descriptive writing. Visual literacy</p> <p>Visual arts – Aboriginal representations of places, Central Desert dot paintings of Country. Artworks integrating patterns and design. Artworks from satellite images</p> <p>Aboriginal and Torres Strait Islander histories and cultures – Connection to Country, traditions relating to respecting Country, Ancestors and Elders</p>
<p>Supporting texts and resource links</p>	<p>To the Top End: Our Trip Around Australia by Roland Harvey</p> <p>Tiny, a Little Dog on a Big Adventure by Steve Otton and Jennifer Castles</p> <p>Tom the Outback Mailman by Kristen Weidenbach and Timothy Ide</p> <p>Why I Love Australia Activity Notes, Kate Mayes, Little Hare Books</p> <p>Features of Australia: Geography Teaching Framework, NSW DoE</p>



Why I Love Australia – Learning snapshots

<p>Plotting natural features</p> 	<p>What are some unique natural features of Australia?</p> <p>List the natural landscapes and views represented in <i>Why I Love Australia</i>. Guided by the colours and views in the book, students find photographs of each Australian landscape, noting the location of each. Landscapes: river, plain with boab trees, grassland, beach, salt pan, scrubby bushland, rainforest, rocky gorge, snowy mountain, desert sky, coral reef.</p> <table border="1" data-bbox="414 436 1497 564"> <thead> <tr> <th>Landscape</th> <th>Representation</th> <th>Photograph</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Plain with boab trees</td> <td>Eye-level</td> <td></td> <td>Kimberley region, WA (Image: Boab trees. Public domain.)</td> </tr> </tbody> </table> <p>On a political map of Australia, students add their labelled photographs and use an arrow to indicate the location of each.</p> <p>Go outside and observe your landscape. How is similar and different to the ones represented in the book?</p> <p>Image: Katherine Gorge, Northern Territory, (cropped). Francesco. CC BY 2.0</p>	Landscape	Representation	Photograph	Location	Plain with boab trees	Eye-level		Kimberley region, WA (Image: Boab trees. Public domain.)
Landscape	Representation	Photograph	Location						
Plain with boab trees	Eye-level		Kimberley region, WA (Image: Boab trees. Public domain.)						
<p>Suburban roof-scape</p>	<p>What are some features of residential places in Australia?</p> <p>View the bird's eye representations of the streets and roof-tops, and the sports oval with cricket pitch, in <i>Why I Love Australia</i>. Students view satellite images of their suburb or home town, observing the shapes and textures in an aerial view. They repeat the exercise for a different Australian city or town.</p> <p>Students take a screen shot of a close-up satellite image of a suburban street. They either manipulate it using a photo editing app or print it as an A3 greyscale image to paint over using patterns, line and colour. (Adapted from: Mackintosh, 2013, p. 79)</p>								
<p>Landscape sketches and descriptions</p>	<p>How can we describe some of Australia's unique features?</p> <p>Re-read <i>Why I Love Australia</i>, focusing on the descriptive language used, e.g. mystical, bountiful, billowing, crusted, jewelled. Define words as needed and analyse the language forms and features used by Bronwyn Bancroft. Students:</p> <ul style="list-style-type: none"> • select one major Australian natural heritage site • take a virtual tour of it through photographs, videos and research • construct a labelled photo sketch of their site • create a descriptive sentence about their site, e.g. Uluru: A silent glowing monolith, standing sentinel over the desert plains. 								
<p>Aboriginal significance</p> 	<p>How are Australia's unique features significant to Aboriginal and/or Torres Strait Islander Peoples?</p> <p>View the illustrations in <i>Why I Love Australia</i>, noting the repeated image of an Aboriginal person holding a smoking coolamon. As explained on the back page, this represents the traditional Aboriginal smoking ceremony and reminds readers to acknowledge the Ancestors and Elders past and present of each place.</p> <p>How else has Bronwyn Bancroft represented people in each landscape? Who might the people be? What Aboriginal symbols are embedded in the illustrations? What is the author's intent in embedding representations of people and Aboriginal culture?</p> <p>Students research the Aboriginal significance of an Australian natural heritage site. They create an A5 flyer for tourists that acknowledges the traditional owners, explains the significance to Aboriginal people, and describes ways in which visitors can respect and protect it.</p> <p>Image: Uluru, Northern Territory. Public domain.</p>								

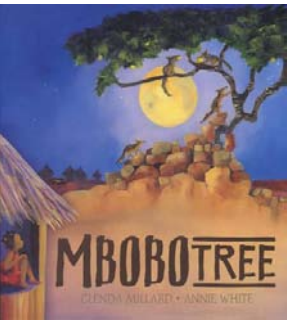
Mirror by Jeannie Baker

Stage 2 – Places are Similar and Different	
	<p>Synopsis</p> <p>Through wordless images, the daily lives of two boys are illustrated. One lives in inner city Sydney, Australia, and the other in a remote village in the Valley of Roses, Morocco. Commencing with breakfast with their families, they travel through contrasting landscapes to their day's tasks. These two boys don't ever realise their connection through a hand-woven rug. Written as two stories, the book is intended to be read simultaneously, one from left to right and the other from right to left.</p> <p>Geographical concepts and ideas</p> <p>Place, space, interconnection, scale</p> <p>Demographic characteristics and daily life in a remote village in Morocco and inner city Sydney, Australia. What it would be like to live in each place. Similarities and differences between places.</p>
<p>English concepts</p>	<p>Culture, cultural identity, setting, theme</p>
<p>Selected syllabus content</p>	<p>Similarities and differences between places</p> <p>Students investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there, for example: (ACHGK019)</p> <ul style="list-style-type: none"> – examination of the varying settlement patterns and demographics of places – comparison of the daily life of people from different places.
<p>Engaging with the text</p>	<p>Building the field: Name each place and language. Locate Morocco and Sydney. Share the book with the students. View the covers and ask students to predict what the book is about. Read both stories simultaneously. When reading, provide time for close observation of the images. Several copies will enable thorough examination by students.</p> <p>Making connections: Text to text – stories of other places, stories in Arabic. Text to self – What does the Arabic on the first page say? What places do the images remind you of? Text to world – rug store advertisements.</p> <p>What are the features of each place? What would it be like to live in each?</p> <p>Note: This text is suitable as a core text for an in-depth conceptual unit of work.</p>
<p>Cross curriculum links</p>	<p>English – Visual literacy: layout, reading paths, framing, salience, colour, vectors</p> <p>Visual arts – Collage techniques, weaving with natural fibres</p> <p>Mathematics – Financial literacy: travel budget, cost of freight for rug</p> <p>Asia and Australia's Engagement with Asia – Connections</p>
<p>Supporting texts and resource links</p>	<p>Our Village in the Sky by Janeen Brian and Anne Spudvilas (Himalayas)</p> <p>I Live in Tokyo by Mari Takabayashi</p> <p>Herman and Rosie by Gus Gordon (New York)</p> <p>My Father's Boat by Sherry Garland and Ted Rant (Vietnam)</p> <p>Mirror: Classroom Ideas, Walker Books</p> <p>Australia's Neighbours: Geography Teaching Framework, NSW DoE</p>



Mirror – Learning snapshots

<p>Where in the world</p> 	<p>Where is the Valley of Roses, Morocco and inner city Sydney, Australia?</p> <p>Locate Morocco, and Sydney, Australia, on a globe.</p> <p>Students examine the illustrations in <i>Mirror</i>, one story at a time, identifying the main geographical features of each place. Provide several copies for close examination.</p> <p>Students use digital maps to view satellite images of Rozelle, NSW (story’s setting) and the Valley of Roses, Morocco, locating some of the features identified in the book’s illustrations. They digitally label or annotate a screen shot of each place.</p> <p>Image: Africa on globe. Public domain</p>												
<p>What are places like</p>	<p>What are the geographical characteristics of Rozelle, NSW, Kalaat M’Gouna, Morocco, and my home town?</p> <p>Students make comparisons between the following three places:</p> <ul style="list-style-type: none"> • Kalaat M’Gouna, Tinghir Province, Morocco – main town in the Valley of Roses • Rozelle, NSW, Australia – an inner-west suburb of Sydney, the story’s setting • village, town or suburb in a neighbouring country, as described in one of the supporting texts, e.g. <i>Our Village in the Sky</i> or <i>I Live in Tokyo</i>. <p>Using a jigsaw strategy, pairs of students create and share illustrated geographical fact sheets for each place. Individually students create a three circle Venn diagram to show similarities and differences.</p> <table border="1" data-bbox="411 987 1505 1182"> <thead> <tr> <th colspan="2">Place:</th> </tr> <tr> <th>Natural features</th> <th>Human features</th> </tr> </thead> <tbody> <tr> <td>Climate</td> <td>Population</td> </tr> <tr> <td>Landscape</td> <td>Land use and settlement patterns</td> </tr> <tr> <td>Plants</td> <td>Occupations</td> </tr> <tr> <td>Animals</td> <td>Daily activities</td> </tr> </tbody> </table> <p>Adapted from: What is this place like? Geographical Association, UK, 2013.</p>	Place:		Natural features	Human features	Climate	Population	Landscape	Land use and settlement patterns	Plants	Occupations	Animals	Daily activities
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<p>Daily life interviews</p>	<p>What is the daily life like of people in other places?</p> <p>Revisit the breakfast and dinner scenes in each story in <i>Mirror</i>. Identify the characters on each page and examine the sequences of small images. Who lives in each house? What are their roles and responsibilities? Students construct a comparison table describing the roles of mother, father and son.</p> <p>What were the activities of each family over the day? Students plot the daily activities of each family along a timeline of a day.</p> <p>What would the family members be saying to each other at dinner? Students add sticky note speech bubbles to the characters in the illustrations. They either enact the scenes with dialogue, recounting their day, or ‘drop in’ and interview family members on their day’s activities.</p>												
<p>Magic carpet</p> 	<p>How would you travel to the Valley of the Roses and what would you see?</p> <p>View the last page of the Sydney story in <i>Mirror</i>. Imagine that the Sydney family are inspired by their son’s painting of his family on the magic carpet and decide to travel to Morocco’s Valley of the Roses.</p> <p>Students work as travel consultants and plan an itinerary for the family to travel from Sydney to Marrakech, then to the Valley of the Roses for the Rose Festival in May. Students plan flights, internal transportation in Morocco and sights to see in Marrakech and the Valley of Roses.</p> <p>Resource: Discover the Valley of the Roses, Kasbah des Roses</p> <p>Image: Small town on the Oued m’Goun (cropped), James Merhebi. CC BY-ND 2.0</p>												


Mbobo Tree by Glenda Millard and Annie White

Stage 2 – The Earth’s Environment	
	<p>Synopsis</p> <p><i>‘In the cleft of a rock, on the crest of a hill, grows a tree that belongs to no-one and to everyone.’</i></p> <p>No one knew how the baby found in a sling in the tree came to be there. The villagers named her Tiranamba Adesimbo Mbobo and raised her as their own. As she grew she watched as bees sipped the tree’s nectar, helped collect fruit and spied jackals feed in its branches. Tiranamba is silent until the moment the tree is threatened. She saves the tree but is never seen again.</p> <p>Geographical concepts and ideas</p> <p>Place, space, environment, interconnection, sustainability</p> <p>Importance of natural vegetation to animals and people. How people value environments. Personal action to protect a significant tree. Set in Africa.</p>
<p>English concepts</p>	<p>Advocacy, characterisation, imagery, setting, culture</p>
<p>Selected syllabus content</p>	<p>Significance of environments</p> <p>Students investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (ACHGK021, ACHGK022, ACHGK024)</p> <ul style="list-style-type: none"> – explanation of the importance of natural vegetation to animals and the functioning of the environment e.g. provision of habitats, production of oxygen – discussion of the importance of natural vegetation and natural resources to people e.g. provision of food, medicine, fuel, timbers, fibres, metals.
<p>Engaging with the text</p>	<p>Share the book with the students. Reading it in the tradition of an oral storyteller.</p> <p>Making connections: Text to text – Does it remind you of another story? Text to self – Do you have a favourite tree or plant? What animals use it? How do you interact with it? Text to world – media articles about Africa; local tree removal.</p> <p>Where is the story set? What features depict the setting and culture? How did the tree provide for the people and the animals? How did they care for the tree?</p> <p>Note: This text is suitable as a core text for an in-depth conceptual unit of work.</p>
<p>Cross curriculum links</p>	<p>English – Writing: mentor text for descriptive writing. Endings that echo beginnings. Grammar: noun groups, descriptive verbs</p> <p>Science and Technology – Living World: living things depend on each other.</p> <p>PDHPE – Relationships, sharing, caring for each other</p> <p>Sustainability – Actions that protect environments</p>
<p>Supporting texts and resource links</p>	<p>Tuart Dwellers by Jan Ramage and Ellen Hickman</p> <p>Desert Lake: The Story of Kati Thanda – Lake Eyre by Pamela Freeman and Liz Anelli</p> <p>Bilby Secrets by Edel Wignell and Mark Jackson</p> <p>Collecting Colour by Kylie Dunstan</p> <p>Teacher notes for The Mbobo Tree, Scholastic Press</p> <p>Natural Environments: Geography Teaching Framework, NSW DoE</p>

Mbobo Tree – Learning snapshots

<p>Trees as resources</p> 	<p>How does a tree provide resources to people?</p> <p>Re-read <i>The Mbobo Tree</i> and identify how the tree provided for the people. What was its significance to people? What does a favourite tree provide for you?</p> <p>What resources and products used in our everyday lives come from trees?</p> <p>Students undertake an 'audit' of their home and classroom for resources harvested from living trees and products made from felled trees (forest industries). They identify the sources and discuss sustainable resource use.</p> <table border="1" data-bbox="411 504 1505 674"> <thead> <tr> <th colspan="3">Trees as a resource for people</th> </tr> <tr> <th>Tree species</th> <th>Resources harvested - living</th> <th>Products – felled tree</th> </tr> </thead> <tbody> <tr> <td>Eucalyptus (Australia)</td> <td>Eucalyptus oil, fallen sticks and branches for firewood</td> <td>Building timber, chipped for pulp for paper making</td> </tr> <tr> <td>Orange (Aust. & USA)</td> <td>Oranges, citrus oil cleaning spray</td> <td></td> </tr> </tbody> </table> <p>Image: Planted pine forest, a renewable resource. Public domain.</p>	Trees as a resource for people			Tree species	Resources harvested - living	Products – felled tree	Eucalyptus (Australia)	Eucalyptus oil, fallen sticks and branches for firewood	Building timber, chipped for pulp for paper making	Orange (Aust. & USA)	Oranges, citrus oil cleaning spray				
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<p>Aboriginal plant resources</p>	<p>What plants have significance to local Aboriginal people?</p> <p>Re-read <i>The Mbobo Tree</i> and identify how the people respected the tree and shared its resources with the local animals. What plants are significant to local Aboriginal people? What sustainable practices protect them?</p> <p>Collaborate with local Aboriginal community members to learn about local Aboriginal plant resources. View the The Many Uses of Indigenous Plants, ABC Splash and/or interact with WilderQuest Campfire, NSW NPWS.</p> <table border="1" data-bbox="411 1041 1505 1182"> <thead> <tr> <th colspan="5">Local Aboriginal Plant Resources</th> </tr> <tr> <th>Plant</th> <th>Food</th> <th>Medicine</th> <th>Fibre</th> <th>Tools, utensils, weapons</th> </tr> </thead> <tbody> <tr> <td>Grass tree (Xanthorrhoea)</td> <td>White leaf bases Flowers - nectar</td> <td></td> <td></td> <td>Fishing spears Resin - bonding</td> </tr> </tbody> </table> <p>How do Aboriginal laws and cultural practices protect plant resources?</p>	Local Aboriginal Plant Resources					Plant	Food	Medicine	Fibre	Tools, utensils, weapons	Grass tree (Xanthorrhoea)	White leaf bases Flowers - nectar			Fishing spears Resin - bonding
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Grass tree (Xanthorrhoea)	White leaf bases Flowers - nectar			Fishing spears Resin - bonding												
<p>Habitat tree portrait</p> 	<p>How does a tree provide habitats to animals?</p> <p>The mbobo tree was a very old tree that provided food for the bees, jackals and goats. Visit an old tree in your local area used by a variety of animals.</p> <p>Students sketch a portrait of their tree, animals using it and plants below it. They label animal uses and habitats, e.g. possum and bird nests in hollows, spiders' webs between branches, birds nest in canopy, flying foxes feed on blossoms.</p> <p>Students create a food chain or food web showing the interconnections among the animals using the tree. They write a statement explaining how they can contribute to protecting the tree.</p> <p>Image: Portrait of a habitat tree. E Shenstone</p>															
<p>Advocacy role play</p>	<p>Why protect habitat trees? How can we do it?</p> <p>Reread the three pages of <i>The Mbobo Tree</i> showing the man with his axe to the girl hugging the tree. Why does the man want to fell the tree? How does Tiranamba react? How are their perspectives represented visually?</p> <p>Working in groups of three (girl, man, tree), students create a series of three freeze frames to represent the three illustrations. Students bring each freeze frame to life, expressing the words Tiranamba spoke. Create a fourth freeze frame to show the transformation of the girl into the tree with two trunks.</p> <p>Discuss reasons for protecting significant trees and actions that can be taken. For one special tree, students write a persuasive text in first person narrative voice.</p>															

Go Home Cheeky Animals by Johanna Bell and Dion Beasley

Stage 3 – Factors that Shape Places	
	<p>Synopsis</p> <p><i>'At Canteen Creek where we live, there are cheeky dogs everywhere.'</i></p> <p>Grandpa says that the cheeky dogs keep the cheeky animals away. But as the seasons of the Northern Territory unfold with big rains, humidity, cool winds and heat, the cheeky animals come into camp and make mischief. When the big storms hit the animals go crazy and the cheeky dogs finally spring into action and chase them out.</p> <p>Geographical concepts and ideas</p> <p>Place, space, environment, interconnection, change</p> <p>How the environment influences human characteristics of places. How climate is an influencing environmental factor on people's lives. Daily life in a remote community.</p>
<p>English concepts</p>	<p>Culture, representation, setting</p>
<p>Selected syllabus content</p>	<p>Environments shape places</p> <p>Students investigate how the natural environment influences people and places, for example: (ACHGK028)</p> <ul style="list-style-type: none"> – discussion of how climate influences the distribution of where people live.
<p>Engaging with the text</p>	<p>Share the book with the students. Enjoy its humour and subject matter.</p> <p>Where is the book set? What are the characteristics of the place?</p> <p>Making connections: Text to text – What are the seasons of the Top End? Text to self – What are the characteristics of our seasons? Have you experienced different seasons in other places? Do you know a cheeky dog? Text to world – weather and climate media reports.</p> <p>What have you learnt from the book? What are the features of seasonal cycles in northern Australia? What is daily life like in a remote community?</p> <p>Note: This text is suitable as a springboard into a geographical investigation. Students living in remote communities may connect to the text through their own cheeky dog experiences.</p>
<p>Cross curriculum links</p>	<p>Science and Technology – Built environments</p> <p>English – Visual literacy: use of colour</p> <p>Visual arts – Representations of climatic conditions. Observation drawings of houses, buildings and geographical features</p> <p>Aboriginal and Torres Strait Islander histories and cultures – Influences of climate on daily life, seasonal calendars</p>
<p>Supporting texts and resource links</p>	<p>Farmer Shultz's Ducks by Colin Thiele and Mary Milton</p> <p>Monsoon by Uma Krishnaswami and Jamel Akib</p> <p>The Black Swan by Celia Briddle (volcano)</p> <p>Walking with the Seasons in Kakadu by Diane Lucas and Ken Searle</p> <p>The Story Behind the Story, Too Many Cheeky Dogs</p> <p>Why Live Where? Geography Teaching Framework, NSW DoE</p>

Go Home Cheeky Animals – Learning snapshots

Seasonal influences



How does climate affect where and how people live in Australia?

Re-read the pages that describe the weather in *Go Home Cheeky Animals*. What are the seasonal characteristics? How do they affect life in Canteen Creek?

The European description of tropical Top End seasons is a wet and a dry season. What are the weather conditions in the build up to the monsoonal wet season? What affect does this relentless heat and humidity have on people, the 'crazy animals' and the 'crazy dogs'? Why?

Aboriginal and Torres Strait Islander people describe seasonal cycles linked to occurrences in the natural world understood through deep generational knowledge. These cycles vary across locations, cultures and language groups.

Using CSIRO's [Indigenous seasons calendar](#), and/or BoM's [Indigenous Weather Knowledge](#), students create a table that identifies the influences of Aboriginal seasons for one language group of the Northern Territory.

Aboriginal language group: Kunwinjku Location: Western Arnhem Land, NT			
Season	Weather	Environment	Influences on people
Kudjawk	Monsoons, heavy rains, flooding, strong winds	Abundant fruits	Collect fruits
Bangkerreng	Big storms	Late spear grass green	Collect magpie goose eggs, go fishing
Yekke			
Wurrkeng			
Kurrung			
Kunumeleng			

Source: [Kunwinjku seasons calendar](#), CSIRO

NB Weather and seasons is covered in Stage 1 and climate of places in Stage 2. The focus of this Stage 3 activity is the influence of climate on people's lives.

Image: Dragonfly. Public domain. In the Kunwinjku seasonal calendar, the presence of many dragonflies is a sign of Yekke.

What house where



Why might some people's homes be different from those where we live?

Illustrator Dion Beasley drawings of houses in *Go Home Cheeky Animals* are based on his experiences in his home town of Tennant Creek (Source: [The Story Behind the Story](#)). What is similar about each house? How might their design suit the climate?

Locate Tennant Creek on a map of Australia and view satellite imagery of [Tennant Creek](#). Examine the [Tennant Creek climate statistics](#). In what ways might your life be different if you lived in Tennant Creek?

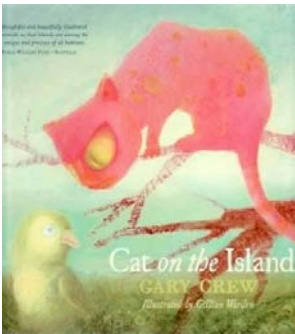
Students use Google Street View in three randomly selected areas of the town to virtually explore the streets and dwellings. What are the geographical features of the area? Are there similarities in building design and construction?

Students construct a photo sketch of a residential street view. They label and describe the environmental influences that surround the home, e.g. low vegetation, dry dirt, flat land. They label building design elements, e.g. verandahs for shade, wall and roof cladding that cools down quickly, single storey for heat management.



Students make comparisons by repeating the activity for two other diverse locations in Australia, e.g. Thredbo, NSW and Cairns, Queensland. Each student could construct a model of one dwelling for classroom display. The class display will visually represent differences across geographic locations. Compare to the models to dwellings in the local area.

Image: Tennant Creek Telegraph Station, Northern Territory. Public domain

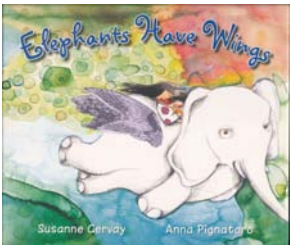
Cat on the Island by Gary Crew and Gillian Warden

Stage 3 – Factors that Shape Places	
	<p>Synopsis</p> <p>Told by an elderly man to his grandson, this true story recounts the events that changed the environment on Stephens Island forever. Before the arrival of the lighthouse keeper and his family in 1894, the small island off the coast of New Zealand was a paradise. The building of a lighthouse and arrival of a pregnant cat drastically altered the island's environment and led to the extinction of a tiny wren.</p> <p>Geographical concepts and ideas</p> <p>Place, environment, interconnection, sustainability, change</p> <p>How people changed the natural environment on Stephens Island, New Zealand. Impacts of land clearing and feral animals.</p>
<p>English concepts</p>	<p>Mood, narrative voice (first person), setting, symbol, theme</p>
<p>Selected syllabus content</p>	<p>Humans shape places</p> <p>Students investigate how people influence places, for example: (ACHGK029)</p> <ul style="list-style-type: none"> – description of who organises and manages places e.g. governments – identification of ways people influence places and contribute to sustainability e.g. roads, building development applications, local sustainability initiatives – examination of a local planning issue; the different views about it and a possible action in response to it.
<p>Engaging with the text</p>	<p>Share just the illustrations and ask for predictions. Then read with the words. Be sensitive to students' responses to the confronting nature of the images.</p> <p>Making connections: Text to text – texts about environmental interconnections. Text to self – nature connections, environmental experiences, cats and birds as pets. Text to world – feral animals, habitat destruction.</p> <p>How did people influence the place? How does this book make you feel? What can people do to minimise environmental changes such as these? Share a text illustrating positive actions, e.g. <i>Belonging</i> by Jeannie Baker.</p> <p>Note: This text is suitable as a core text for an in-depth conceptual unit of work.</p>
<p>Cross curriculum links</p>	<p>English – Visual literacy: framing, salience, colour, gaze, demand, size</p> <p>Science and Technology – Living world: Impacts of changes in physical conditions on survival of living things</p> <p>Visual arts – Artworks as pictorial responses to the text. Persuasive artworks</p> <p>Drama – Freeze frames: use of symbol and focus. Role play: conscience alley</p> <p>Sustainability – Human influences on biodiversity. Sustainable management</p>
<p>Supporting texts and resource links</p>	<p>Katie Morag and the New Pier by Mairi Hedderwick</p> <p>The Tin Forest by Helen Ward and Wayne Anderson</p> <p>The Curious Garden by Peter Brown</p> <p>Belonging by Jeannie Baker</p> <p>Cat on the Island Teacher Notes, Harper-Collins</p> <p>Contemporary Land Use Issue: Geography Teaching Framework, NSW DoE</p>

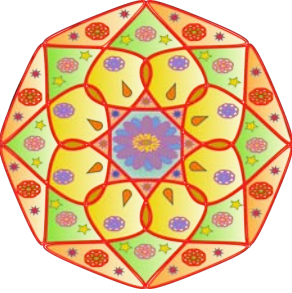

Cat on the Island – Learning snapshots

<p>Human causes and effects</p> 	<p>How have people directly and indirectly influenced the natural environment of Stephens Island?</p> <p><i>'The island rose out of the ocean like a blue-green jewel. Covered in forest, it was. And there were all sorts of birds – I never saw so many birds.'</i></p> <p>Locate Stephens Island on a map of New Zealand. Use a Google satellite image and photographs to examine its present-day human and natural features.</p> <p>Re-read the first six double-page spreads of <i>Cat on the Island</i> and ask students to visualise the island prior to human alteration. Students lead a partner on an imaginary tour of the island describing its untouched features as they walk.</p> <p>Re-read the rest of the book. Students identify the direct and indirect human influences on the island and their effects, listing them in a cause and effect chart. Could the wrens have survived if the pregnant cat hadn't arrived? Why or why not?</p> <p>Image: Feral cat with rosella. NSW Office of Environment and Heritage. CC BY 4.0</p>
<p>Local land management issue or actions</p>	<p>How have people influenced a site in the local area?</p> <p>Examine local media for a local site currently undergoing development, rehabilitation or other human-induced change. Students locate the site using Google Earth and use historical satellite imagery to examine changes over time. Use the 'see–think–wonder' visible thinking strategy to examine and compare two time periods showing the greatest change. Students create annotated mapping overlays to represent the changes.</p> <p>Visit and undertake fieldwork at the local site. Using primary data collected during fieldwork, and researched secondary information, students identify: the land managers and their purpose for the site; stakeholders and their roles and interests in the site; positive and negative effects of the changes. Students generate a 'past–present–future' chart for the site.</p>
<p>Changes for the better</p> 	<p>How do people contribute to the sustainability of places?</p> <p>Share a supporting text that shows sustainable actions that improve places, e.g. <i>The Tin Forest</i>, <i>The Curious Garden</i> or <i>Belonging</i>. What places do you know of that have been improved by people's actions? What are the effects of these actions?</p> <p>View the video How Wolves Change Rivers, SustainableHuman. Students generate a flow chart to represent the effects of the reintroduction of wolves into Yellowstone National Park, USA.</p> <p>Using the drama strategy, conscience alley, with one line representing developers and the other nature conservationists, students in role as the wren walk through the alley listening to the views of both. Is sustainable development possible?</p> <p>Walk around the school playground evaluating spaces that could be improved by sustainable actions of the class. As a class, undertake an improvement project.</p> <p>Image: Bush regeneration, Earlwood, NSW (cropped). Uschnabel. CC BY-SA 3.0</p>
<p>What can one person do?</p>	<p>What personal actions can people take that contribute to the sustainability of places?</p> <p>Re-read the actions of the cats in <i>Cat on the Island</i>. View the framed illustration of the cat in the basket. What does the frame represent? How can people prevent domestic cats and dogs from hunting native wildlife?</p> <p>Survey school cat and dog owners on their understandings of threats and their current actions. Students write a persuasive text promoting actions that cat and dog owners can take to protect local native Australian wildlife.</p>


Elephants Have Wings by Susanne Gervay and Anna Pignataro

Stage 3 – A Diverse and Connected World	
	<p>Synopsis</p> <p>Two children ask their father to tell them their grandfather's story. He tells them his grandfather's version of the parable the blind man and the elephant. The children then travel across a diversity of landscapes to discover the secret:</p> <p><i>'Everyone is different, but we're the same, too. The elephant is in all of us.'</i></p> <p>The parable of the blind man and the elephant is found in Hinduism, Jainism, Buddhism, Sufism (Islam) and contemporary philosophy.</p> <p>Geographical concepts and ideas</p> <p>Place, space, interconnection, scale</p> <p>Retelling of the parable of the blind men and the elephant found in Hinduism, Jainism, Buddhism and Sufism faiths. Cultural diversity. Intercultural understanding.</p>
<p>English concepts</p>	<p>Culture, narrative voice (first person), symbol</p>
<p>Selected syllabus content</p>	<p>The world's cultural diversity</p> <p>Students investigate the world's cultural diversity, including the cultures of indigenous peoples, for example: (ACHGK033)</p> <ul style="list-style-type: none"> – identification of different cultural groups, including indigenous cultural groups e.g. Maori, Inuit, Sami, Dayak – examination of various cultures e.g. customs, beliefs, social organisation.
<p>Engaging with the text</p>	<p>Building the field: What is the cultural diversity of the class? What religions and faiths are represented in the school and community?</p> <p>Share the book with the students. Differentiate between grandfather's story and the first person narrative. What is the moral (coda) of the story?</p> <p>Making connections: Text to text – Is the story familiar? Are there familiar cultural symbols in the illustrations? Text to self – Have you been told stories passed through your family? Text to world – media stories, e.g. plight of elephants.</p> <p>Note: This text is suitable as a springboard into a geographical investigation.</p>
<p>Cross curriculum links</p>	<p>English – Visual literacy: use of colour, symbol, offer, framing. Grammar: direct speech, noun groups</p> <p>Drama – Enact the parable of the blind man and the elephant</p> <p>Visual arts – Indian-style pattern making, mandalas using natural materials, e.g. Making Mandala Art with Kids (Playful Learning). Symbolism in artworks</p> <p>Asia and Australia's Engagement with Asia – Indian and other Asian cultures</p>
<p>Supporting texts and resource links</p>	<p>Amma, Tell Me About Ramayana! by Bhakti Mathur (Ramayana stories are found in Indonesia, Thailand, Nepal, Cambodia)</p> <p>Our Village in the Sky by Janeen Brian and Anne Spudvilas</p> <p>Look What Came From series by Miles Harvey</p> <p>Elephants Have Wings: Page by Page Study Guide, Susanne Gervay</p> <p>Engaging with Asia: Geography Teaching Framework, NSW DoE</p>



Elephants Have Wings – Learning snapshots

<p>Asian religions</p>	<p>What are the major spiritual beliefs and religions across Asia?</p> <p><i>Elephants Have Wings</i> retells the parable of the blind men and the elephant found in Hinduism, Jainism, Buddhism, Sufism (Sufi Muslim) Bahá'í.</p> <p>What are the major religions or belief sets in Asia? What is the main premise of each? What is their spatial distribution?</p> <p>Students construct a thematic map of the major religions in Asia.</p>
<p>Spiritual symbolism</p> 	<p>How are important spiritual symbols similar and different in Asian cultures?</p> <p>View the mandala in <i>Elephants Have Wings</i>. In Hinduism and Buddhism mandalas have deep symbolic meaning. In the story's context the mandala illustration embeds across-cultural spiritual symbols and represents time for reflection (Gervey, 2014).</p> <p>What are the main Hindu, Buddhist and Jain spiritual symbols and their meanings? Students generate a comparison table and discuss similarities and differences.</p> <p>Spiritual symbols are interspersed through the illustrations in <i>Elephants Have Wings</i>, e.g. hand, lotus flower. Can you find them? What is their purpose? What other symbols are used in the text? (Refer to the Page by Page Study Guide).</p> <p>Resources:</p> <p>The Mandala (A Short Documentary of the Celestial Palace) by Trace5, Vimeo</p> <p>Mandala gallery – Google Arts and Culture</p> <p>Image: Mandala. Public domain</p>
<p>Intercultural understanding</p>	<p>How does the parable of the blind men and the elephant teach intercultural understanding?</p> <p><i>'Everyone is different, but we're the same, too. The elephant is in all of us.'</i></p> <p>Read or tell a Hindu version of the parable of the blind men and the elephant and compare it to the version told in <i>Elephants Have Wings</i>. How is the story similar and different? What is the author's intent of the children journeying across a variety of landscapes? How does the moral of the story vary between religions?</p> <p>In groups, students enact the parable, adding elements (e.g. multicultural costumes) to emphasise the coda of intercultural understanding.</p>
<p>Symbolic elephants</p> 	<p>What are the symbolic meanings of elephants to people in Asian cultures?</p> <p>Re-read <i>Elephants Have Wings</i>, examining the illustrations for representations of elephants. View images of the Hindu deity Ganesha and share cultural traditions for the Festival of Ganesh. What else do elephants symbolise in Asian cultures?</p> <p>In groups, using a jigsaw strategy, each student selects one Asian culture and creates an annotated collage of images that illustrate the symbolic meanings of elephants for that culture. They present and explain it to their group. This can be followed with students composing an informative piece of writing on elephant symbolism in one Asian culture.</p> <p>Cultures: China, India, Myanmar (Burma), Thailand.</p> <p>Image: Ganesha. Adityamadhav83. CC BY-SA 3.0</p>

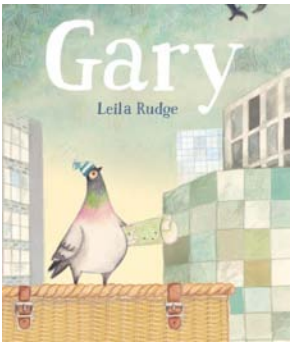
Round Trip by Anne Jonas

Stage 4 – Landscapes and Landforms	
	<p>Synopsis</p> <p>A car trip from the country to the city and back again is recounted through words and black and white illustrations. The trip traverses a variety of rural and urban landscapes represented in the silhouette style illustrations presenting a transect of the journey. For the return trip home the book is turned upside down and read from the back to the front.</p> <p>Geographical concepts and ideas</p> <p>Place, space, environment, interconnection, scale</p> <p>Artistic visual representation of a transect through a variety of landscapes. Exploration of features of landscapes. Perceptions of places.</p>
<p>English concepts</p>	<p>Creativity, perspective, representation</p>
<p>Selected syllabus content</p>	<p>Landscapes and landforms</p> <p>Students investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)</p> <ul style="list-style-type: none"> – identification of a variety of landscapes and landforms – explanation of geomorphic processes that create landforms e.g. weathering, erosion, deposition, tectonic activity – examination of ONE landscape and its distinctive landforms.
<p>Engaging with the text</p>	<p>Share the book with the students. Provide time for carefully observing the illustrations.</p> <p>Making connections: Text to text – optical illusion images, e.g. Rubin Vase, Old Lady or Young Woman? Text to self – journeys from country to city, experiences in various landscapes. Text to world – intercity transportation.</p> <p>What landscapes are represented in the book? What features of the landscapes are represented? Have you undertaken a similar journey?</p>
<p>Cross curriculum links</p>	<p>English – Visual literacy: vectors, angle</p> <p>Visual arts – Viewing and creating optical illusions. Perspective. Positive and negative spaces. Analysis of the painting Day and Night by Maurits Cornelis Escher (1938)</p>
<p>Supporting texts and resource links</p>	<p>Why I Love Australia by Bronwyn Bancroft</p> <p>Map of Dreams by Uri Shulevitz</p> <p>All the Way to WA: Our Search for Uncle Kev by Roland Harvey</p> <p>Landscapes and Landforms: Geography Teaching Framework, NSW DoE</p>


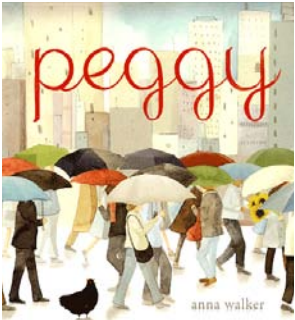
Round Trip – Learning snapshots

<p>Virtual tour</p> 	<p>What landscapes are traversed in a journey across NSW?</p> <p>Plot a virtual journey travelling west to east across NSW, similar to the one represented in the book <i>Round Trip</i>, e.g. Broken Hill or Dubbo to Sydney.</p> <p>Working collaboratively students use satellite imagery and Google Street View to view the landscapes and landforms along the journey. They collect photographs of landscapes and landforms at key locations.</p> <p>Students use Google Tour Builder to map and illustrate their journey through the diversity of landscapes across NSW. Some students may also wish to represent their journey using black and white silhouette illustrations similar to <i>Round Trip</i>.</p> <p>Image: Condobolin, NSW. G. Braiding</p>
<p>Local landscape</p>	<p>What are the features of our local landscape?</p> <p>Examine the illustrations in <i>Round Trip</i> looking for landscapes, or features, similar to your school's surrounding landscape.</p> <p>Go into the school grounds or local area to observe and describe the surrounding landscape. What type of landscape is it? What is the natural vegetation? What are the human features? Are there prominent landforms? How were these formed?</p> <p>Students create a digital folio of their local landscape that includes:</p> <ul style="list-style-type: none"> • Field sketch that describes the features of their local landscape • Photographs of local landforms, water bodies, natural and human features • Explanations and/or diagrams of geomorphic processes that were involved in the formation of local landforms. <p>(Adapted from: Landscapes and Landforms, GeogSpace, 2013, ESA)</p>
<p>Vegetation transect</p>	<p>What is the natural vegetation cover of our local landscape?</p> <p>The illustrations in <i>Round Trip</i> provide a visual transect of a variety of landscapes.</p> <p>Working in threes, with a 5 metre section each, students plot the vegetation types and heights along a representative 50 metre transect in a vegetated part of the local landscape. Join the graphs and display to show the natural vegetation cover.</p>
<p>Geomorphic processes</p> 	<p>What geomorphic processes formed Australia's Great Dividing Range?</p> <p><i>'The road wound through the mountains. Trails led into the woods.'</i></p> <p>In <i>Round Trip</i> the mountains are located before the coast, similar to the Great Dividing Range flanking the east coast of Australia. Locate the Great Dividing Range. What is its extent? Where is it closest to the coast? What is the highest point?</p> <p>Introduce and explain 'geomorphology' and provide examples of geomorphic processes. View and discuss the video Australia's Great Dividing Range, VEA Australia-New Zealand.</p> <p>Using an outdoor sandpit, sandbox, or augmented reality sandbox, students model and explain the formation of the Great Dividing Range. This could be filmed using time-lapse and a voice over explanation overlaid in a movie editing app. (Tip: Utilise the school's long jump pit.)</p> <p>Resource: Australia's Landforms and their History, GeoScience Australia</p> <p>Image: Grose Valley, Blue Mountains, NSW. G Braiding</p>

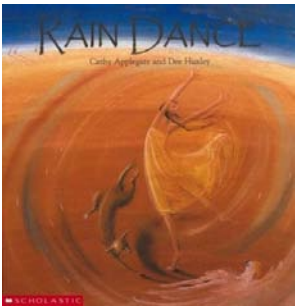
Gary by Leila Rudge

Stage 4 – Place and Liveability	
	<p>Synopsis</p> <p>Gary is a pigeon who lives with a flock of racing pigeons. But Gary can't fly and so stays at home organising his scrapbook when the flock race. One day he accidentally lands in the racing basket and finds himself in the city, lost. He uses his collection of travel mementos to help him interpret the signs and symbols in the city, to access the transport services, and to eventually find his way home.</p> <p>Geographical concepts and ideas</p> <p>Place, environment, interconnection, scale</p> <p>Effects of access to services and facilities that enhance mobility and people's wellbeing.</p>
<p>English concepts</p>	<p>Characterisation, setting, symbol</p>
<p>Selected syllabus content</p>	<p>Access to services and facilities</p> <p>Students investigate the influence of accessibility to services and facilities on the liveability of places, for example: (ACHGK044)</p> <ul style="list-style-type: none"> – identification of services and facilities considered important to people's wellbeing – examination of variations in access to services and facilities between urban, rural and remote places – explanation of how limited access to services and facilities affects the liveability of ONE place for different groups of people e.g. young people, people with disabilities, the aged, rural and remote communities.
<p>Engaging with the text</p>	<p>Share the book with the students. Enjoy its humour and subject matter.</p> <p>Making connections: Text to text – books about journeys. Text to self – travel adventures, access or lack of access to public transport, alternate modes of transport. Text to world – accessibility issues.</p> <p>Leila Rudge has used symbols to represent what the racing pigeons are saying and what Gary is saying after his adventure. What might they be saying?</p>
<p>Cross curriculum links</p>	<p>English – Visual literacy: reading paths, colour. Impact on viewer of combination of illustration and words. Use of language and images to create character</p> <p>Visual arts – Friedensreich Hundertwasser's artworks: paintings 88, 125, 175, 241, 433, 525 available at Hundertwasser.com</p> <p>History – Everyday life of men, women and children in an ancient society</p> <p>Difference and diversity – Identify and empathise with varying perspectives</p>
<p>Supporting texts and resource links</p>	<p>Peggy by Anna Walker</p> <p>Voices in the Park by Anthony Browne</p> <p>Home by Narelle Oliver</p> <p>Gary Classroom Ideas, Walker Books (for lower grades)</p> <p>Place and Liveability: Geography Teaching Framework, NSW DoE</p>



Gary – Learning snapshots

<p>Travelling to school</p> 	<p>How does access to services and facilities affect journeys from one place to another?</p> <p>In <i>Gary</i>, view the double-page spread of Gary’s route home. His experiences are represented in symbols on the following page. Compare these to personal travels.</p> <p>Students log the time taken, modes of transport and distance for their journey to school. Compile the data into a class data table.</p> <p>Students analyse the class data to determine the most common mode of transport to school and mean journey time. Discuss factors that affect travel time, and positive and negative aspects of transport modes.</p> <p>Compare the class modes of transport with a random sample of 50 students from another area of NSW using the ABS CensusAtSchool Australia Random Sampler. If a city school, compare to a rural area and vice versa.</p> <p>(Adapted from: GEO 12: Journey to School, Australian Bureau of Statistics.)</p> <p>Image: Public bus. Public domain.</p>
<p>Journey map</p>	<p>What services and facilities enhance our journeys to school?</p> <p>Artist Friedensreich Hundertwasser’s work, 175 The Almost Circle, shows a route around a city by bicycle. He comments: <i>‘I have a bicycle. Paris is big. I want to say that the lines that I draw with my bicycle through this great city are extraordinary’</i>.</p> <p>Inspired by Hundertwasser’s artwork, and Gary’s route map, students create a representation of their journey to school. This can be created using spatial technologies, be an annotated printed satellite image, or a sketch map. Students use symbols to represent the services and facilities they have access to and/or use along their journey.</p>
<p>Accessibility</p> 	<p>How does limited access to services and facilities affect liveability in our local area for people with disabilities?</p> <p>Share the supporting text, <i>Peggy</i>, with the students. Enjoy the book’s lighthearted humour. How would it have been different for Peggy and Gary, lost in the city, if they had a physical disability such as a vision impairment or limited mobility?</p> <p>For the students’ journey to school, students identify the accessibility services and facilities available for people with disabilities.</p> <p>Students imagine they are newly elected to the local council and want to improve access to services and facilities for people with disabilities. They research what is currently provided and, in role, present a verbal statement on the impacts on liveability of limited access. They provide suggestions for increased access.</p>
<p>City vs rural and remote</p>	<p>What effect does access to services have on people’s wellbeing?</p> <p>Use the illustration of Gary in the city with his open scrap book as a springboard for a discussion on the provision of services and facilities in cities versus rural areas.</p> <p>What do the symbols in the illustration represent? Which of these services and facilities are available in your suburb or home town? Which of these services are not usually available in rural areas? What other services and facilities do cities provide that are not available in rural and remote places? Does this impact significantly on people’s reasons for living in a place?</p> <p>Following research on the provision of services and facilities for a city and rural area, students construct a Venn diagram that compares services and facilities provided in a city with those provided in a rural or remote area.</p>

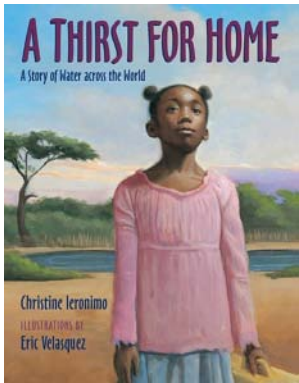
Rain Dance by Cathy Applegate and Dee Huxley

Stage 4 – Water in the World	
	<p>Synopsis</p> <p>It hasn't rain for two years. The earth is parched, the cattle starved and the farm is for sale. Dad is back at the bank discussing ways to survive. Then there is a hint of rain in the air and it arrives. It is the first rain the baby has seen and it's a celebration. Perhaps there is hope for the future after all.</p> <p>Geographical concepts and ideas</p> <p>Place, environment, interconnection, change</p> <p>Impacts and nature of water scarcity in Australia. Impacts of drought on an arid Australian cattle station.</p>
<p>English concepts</p>	<p>Mood, narrative voice (first person), setting, theme</p>
<p>Selected syllabus content</p>	<p>Water scarcity and water management</p> <p>Students investigate the nature of water scarcity and ways of overcoming it, for example: (ACHGK040)</p> <ul style="list-style-type: none"> – description of the nature, extent and causes of water scarcity in different countries – assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management – proposal of individual actions contributing to water management.
<p>Engaging with the text</p>	<p>Share the book with the students. Provide time for absorbing the first person narrative and evocative illustrations.</p> <p>Making connections: Text to text – texts relating to drought and arid landscapes. Text to self – personal experiences of drought, journeys to and through arid areas. Text to world – media articles about drought and drought relief.</p> <p>What would life be like for each member of the farming family? Imagine never experiencing rain. What impacts would water scarcity have on our lives? What places experience water scarcity? What are the impacts?</p>
<p>Cross curriculum links</p>	<p>English – Contextual knowledge: analysis of clause structures. Language forms and features: imagery.</p> <p>Science – Earth and Space: Water cycles and application of scientific understanding to water resource management.</p> <p>Visual arts – ‘Drought’ series of paintings by Russell Drysdale, commissioned by the Sydney Morning Herald in 1944 to record the devastating effects of drought in western NSW. Create a body of work on impacts of water scarcity.</p> <p>Sustainability – Water resource use and management</p>
<p>Supporting texts and resource links</p>	<p>Water Witcher by Jan Ormerod</p> <p>Two Summers by John Hefferman and Freya Blackwood</p> <p>A Thirst For Home video by Christine Ieronimo (documentary about water in Ethiopia by author of A Thirst For Home)</p> <p>Water in the World: Geography Teaching Framework, NSW DoE</p>

Rain Dance – Learning snapshots

<p>Drought in Australia</p> 	<p>What are the effects of drought on Australian people, places and environments?</p> <p>Define 'drought' and discuss the effects of drought on the family in <i>Rain Dance</i>. What effect does drought have on people and places?</p> <p>View the 1944 painting, Walls of China by Russell Drysdale (Art Gallery of NSW), and read the accompanying account of the 1944 drought by reporter Keith Newman. What effect does drought have on the environment?</p> <p>Students view the interactive map: 100 Years of Drought in Australia (ABC News, May 2014). Students use the 'think-see-wonder' strategy when viewing the map.</p> <p>Students locate and use media articles, that include personal recounts, on recent drought in Australia. They list the effects of drought from the sources examined.</p> <table border="1" data-bbox="411 651 1503 745"> <thead> <tr> <th colspan="3">Effects of drought in Australia</th> </tr> <tr> <th>Environment</th> <th>Places, e.g. towns, farms</th> <th>People</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Image: Drought affected landscape (cropped). Plant industry. CC BY 3.0</p>	Effects of drought in Australia			Environment	Places, e.g. towns, farms	People			
Effects of drought in Australia										
Environment	Places, e.g. towns, farms	People								
<p>Water scarcity in the world</p>	<p>What is the nature of water scarcity in the world? How can it be managed?</p> <p>Students view photographs, websites and info graphics explaining the issue of water scarcity, e.g. Freshwater Conflict Photos (National Geographic), United Nations: Water, The Water Project.</p> <p>For one country, students construct a consequences chart that outlines the issues relating to water scarcity and the effects on people. They identify strategies that are overcoming water scarcity and improving access to clean water.</p> <p>Students create an infographic that communicates:</p> <ul style="list-style-type: none"> • The water issues in one country • Government and non-government strategies that help overcome the issues • Consequences of management strategies on people and places. 									
<p>Menindee Lakes / Broken Hill case study</p> 	<p>How do governments manage water resources? What strategies are used to overcome water scarcity?</p> <p>Use Google Earth to locate, view and compare current and historic satellite imagery of Stephens Creek Reservoir (Broken Hill's main water supply), Umberumberka Reservoir (secondary reservoir) and Menindee Lakes, NSW. How do they connect?</p> <p>Compare water levels in 2013 and 2015. What effect would this have on the residents of Broken Hill and the biodiversity of Menindee Lakes?</p> <p>In June 2016 the NSW Government announced the construction of a 270km pipeline from the Murray River to secure Broken Hill's water supply. How is Australia's water allocated and managed?</p> <p>Using a news report format, that includes role played interviews of key stakeholders, students research, prepare and produce a brief documentary that explains:</p> <ul style="list-style-type: none"> • The issue of water supply in Broken Hill, Menindee Lakes and surrounds • How the government manages the region's water • Strategies proposed to overcome water scarcity, and their consequences. <p>Resources: Broken Hill and Menindee Short Term Water Project, Water NSW; Menindee Lakes, Australian Government.</p> <p>Image: Umberumberka Reservoir (empty) Silverton, NSW, 25-05-16. G Braiding</p>									


A Thirst for Home by Christine Ieronimo and Eric Velasquez

Stage 4 – Interconnections	
	<p>Synopsis</p> <p>Alemitu and her mother live in Ethiopia. Through famine and drought Alemitu leaves her mother and Ethiopia to be adopted by an American family. In America she experiences a vastly different world to the one where she was born. She remains connected to her cultural origins through water that connects us all.</p> <p>Geographical concepts and ideas</p> <p>Place, environment, interconnection, scale, change</p> <p>Personal connections to place. How people’s perceptions of places influences connections to places. Water as a connecting element.</p>
<p>English concepts</p>	<p>Characterisation, cultural identity, setting, theme</p>
<p>Selected syllabus content</p>	<p>Personal connections</p> <p>Students investigate the influences on and effects of, people’s travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069)</p> <ul style="list-style-type: none"> – analysis of patterns and trends in people’s travel, recreational, cultural and/or leisure activities – examination of the impact of people’s travel, recreational, cultural and/or leisure activities on the future of places – explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability.
<p>Engaging with the text</p>	<p>Share the book with the students. Build empathy with Alemitu/Eva, her birth mother and adoptive mother. (NB. Use sensitivity as Alemitu’s story may be similar to students’ experiences.)</p> <p>Making connections: Text to text – texts about adoption, developing countries. Text to self – personal migration, adoption, multi-racial families. Text to world – aid to developing countries, child sponsorship and adoption.</p> <p>To what places does Alemitu have personal connections? What might it be like having strong connections to contrasting places?</p>
<p>Cross curriculum links</p>	<p>English – Explore and reflect on personal understanding of the world and significant human experience</p> <p>Visual arts – Representations of water, contrasting environments</p> <p>Intercultural understanding – Insight into other cultures</p>
<p>Supporting texts and resource links</p>	<p>My Island Home by Neil Murray and Peter Hudson</p> <p>The Lotus Seed by Sherry Garland and Tatsuro Kiuchi</p> <p>A Thirst For Home video by Christine Ieronimo</p> <p>Interconnections: Geography Teaching Framework, NSW DoE</p>

A Thirst for Home – Learning snapshots

<p>Personal connections</p>	<p>How do personal connections to places differ between people?</p> <p>Re-visit the illustration in a <i>Thirst for Home</i> where Alemitu looks into the watering hole. The water ‘winked’ at her and as she leans in to drink she imagines the water as a ‘secret passage’ that could connect her to other places.</p> <p>Students examine personal connections to places:</p> <ul style="list-style-type: none"> • Imagine you are looking into the watering hole. What do you see? Describe the place you see and explain the reasons for selecting this location. • The city reflected in the watering hole is a place Alemitu has never been to. What is this city and what connections do you have with this place? • What connections might Alemitu and her mother have with other places? Consider places on local, regional and global scales. Account for your answer.
<p>Impacts of personal connections</p> 	<p>What connections do people have to developing countries?</p> <p>Christine Ieronimo wrote <i>A Thirst for Home</i> after she adopted a two year old girl from Ethiopia. In pairs, students view the following sources and examine the connections the author and others have to developing countries, or countries that require aid, such as Ethiopia. Students write a mock email to World Vision stating their intention to sponsor a child from Ethiopia, listing their reasons. Sources:</p> <ul style="list-style-type: none"> • A Thirst For Home video, Christine Ieronimo, 01-01-14 • Grim Christmas, ABC Behind the News (BTN), 02-12-08 • Famine and Aid: Ethiopia, ABC Splash, 21-11-08 • World Vision: Sponsor a Child <p>Re-read <i>A Thirst for Home</i> and the BBC article, Ethiopia’s Adoption Dilemma, (06-10-05). Students create a ‘for and against’ T-chart identifying the impacts of international adoption on children such as Alemitu/Eve and Hannah Wosene. ‘To adopt or not to adopt?’ Students write a blog detailing their view.</p> <p>Image: Children in an Ethiopian village. Public domain</p>
<p>Technology connecting people to global issues</p>	<p>How does technology connect people to global issues?</p> <p>The Live Aid Concert in 1985 spread global awareness of the Ethiopian famine and raised millions of dollars for food aid. Students discuss the role information and communication technologies have on spreading awareness of global issues to people in other places.</p> <p>Students select a current global issue such as climate change, access to clean water, protection of natural areas, plastic pollution, etc. and create a graphic that could be uploaded to a social media site. The graphic needs to spread awareness of the issue and develop a sense of action in the viewer.</p>
<p>A connected future</p> 	<p>Why are interconnections important for people and places in the future?</p> <p>Ethiopia is in the top ten fastest growing economies in the world and has made significant progress in achieving the UN millennium development goals. In small groups students create a BTN style report examining the impacts of global connections for the future of Ethiopia using the following, and other, sources:</p> <ul style="list-style-type: none"> • Ethiopia Set to Be the Fastest Growing Country in the World, Thabile Manala, CNBC Africa, 15-09-15 • Fair Trade Coffee Improves Children’s Lives in Ethiopia, Fasil Damte, World Vision Blog, 06-09-13 • Chinese Companies Boost Ethiopian Manufacturing Industry, CCTV Africa, 27-04-16 (Image: Public domain)

Sparrow Girl by Sara Pennypacker and Yoko Tanaka

Stage 5 – Sustainable Biomes	
	<p>Synopsis</p> <p>Set in communist China, under Mao Zedong’s rule, war is declared on sparrows as they are considered a grain-eating pest. All villagers participate in exhausting and frightening the sparrows to death. Young Ming-Li worries for China’s other bird species and doesn’t want to participate in the campaign. She secretly rescues seven sparrows. As the impacts of the decimated sparrow population on crops and orchards are realised, Ming-Li confesses her secret. Her father calling her ‘a true farmer’ rewards her wisdom.</p> <p>Geographical concepts and ideas</p> <p>Place, environment, interconnection, sustainability, change</p> <p>Human impacts on a biome in order to increase agricultural yield. Recount of the 1958 Great Sparrow Campaign in China to eradicate sparrows and the disastrous effects on agriculture that contributed to famine.</p>
English concepts	Advocacy, characterisation, culture, imagery, setting, theme
Selected syllabus content	<p>Changing biomes</p> <p>Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example: (ACHGK061)</p> <ul style="list-style-type: none"> – examination of human alterations to the physical characteristics of biomes e.g. vegetation removal, agriculture, land terracing, irrigation, mining – assessment of environmental impacts of human alterations to biomes e.g. habitat and biodiversity loss, water pollution, salinity – discussion of successful sustainability strategies that minimise environmental impacts.
Engaging with the text	<p>Share the book with the students. Discuss the flow-on impacts of the extermination of the sparrows. Explain that the story is based on actual events and that twenty to thirty million people died from the resulting famine.</p> <p>Making connections: Text to text – texts about agriculture. Text to self – native birdlife. Text to world – agricultural and food security issues, biological pest control.</p> <p>Why did no one question the declaration of war on sparrows? What were the effects of the loss of the sparrows? Why was Ming-Li called a ‘true farmer’?</p>
Cross curriculum links	<p>English – Language forms and features: similes. Culture of others: 1958 China</p> <p>Drama – Freeze frames of campaign and its effects. Role play and dramatisation</p> <p>Science – Living World: Effects of changes in biotic and abiotic ecosystem components on populations and/or communities</p> <p>Asia and Australia’s Engagement with Asia – Impacts of food production</p> <p>Sustainability – Implications of human-induced environmental changes</p>
Supporting texts and resource links	<p>Finding Home by Gary Crew and Susy Boyer</p> <p>The Great Sparrow Campaign Documentary by CWN Environment (3:21–4:21)</p> <p>Sustainable Biomes: Geography Teaching Framework, NSW DoE</p>

Sparrow Girl – Learning snapshots

Upsetting the balance



How have humans altered the physical characteristics of biomes in the past for food production?

Following the sharing and discussion of the book, *Sparrow Girl*, students use the following sources to construct a flow chart that represents the reasons for the campaign and its effects on Chinese grain production and people. Sources:

- [The Great Sparrow Campaign Documentary](#) by CWN Environment (3:21–4:21)
- [Exterminating Sparrows: A Lesson from History](#) by Birding Beijing.

Students use the source, [The Cane Toad](#), Australian Government, to compare the Great Sparrow Campaign with the introduction of cane toads to Queensland, Australia in 1935 to control destructive beetles in sugarcane crops. What are the environmental impacts of the introduction of the cane toad? What is being done?

Image: Cane toad. Public domain.

Palm oil case study

What are the environmental impacts of human alterations to biomes for palm oil production in Indonesia?

View [Protect Paradise: An Animation about Palm Oil](#) by GreenpeaceVideo, 2014 (or similar). What are the environmental impacts of palm oil production? What is the audience and purpose of the video?

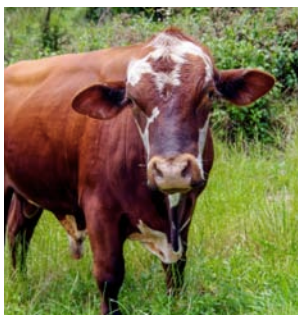
Students use the interactive [Eyes on the Forest map](#), and other sources, to analyse the environmental impacts of palm oil production in Indonesia. Use the circle of viewpoints strategy to explore the different views on palm oil production.

Palm oil research – Source analysis table				
Source title & type	Creator & date	Key information	Perspective & bias	Reliability
Sustainable palm oil production. Video	WWF, 2011	<ul style="list-style-type: none"> • Sustainable palm oil prodn • RSPO Certif. 	Conservation perspective	Checked against www.rsपो.org

In the book *Sparrow Girl*, Ming-Li took action resulting in positive consequences. What can you do to contribute towards sustainable palm oil production?

Students compose a persuasive multimodal text on the environmental impacts of palm oil production and potential actions that can be taken by individuals, industry, government and non-government organisations.

Sustainable food production in Australia



What successful sustainability strategies minimise environmental impacts in Australian biomes?

In *Sparrow Girl*, Ming-Li demonstrated her understanding of ecosystems by rescuing and nurturing seven sparrows. Her father called her a ‘true farmer’. Who are the ‘true farmers’ in Australia? How are they minimising environmental impacts?

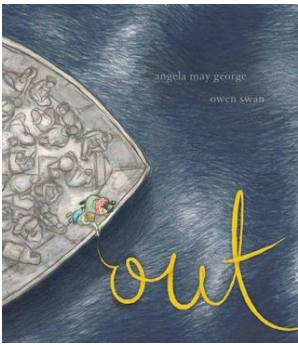
View the ABC Splash video, [Treating Your Soil Like Dirt](#), and read extracts of The Guardian article, [We’re Treating Soil Like Dirt. It’s a Fatal Mistake, as Our Lives Depend on It](#), by George Monbiot (25-03-15). Students use ‘think-pair-share’ and ‘headlines’ visible thinking strategies to sum up and determine the main essence of each article.

Undertake fieldwork at a sustainably managed local farm or community garden or ‘virtual fieldwork’ using a case study from [Regenerative Agriculture Case Studies](#) (Soils For Life), or similar.



In groups, students identify and discuss the key sustainable farming practices for one place. Selected students move from group to group ‘eavesdropping’ and taking notes on key sustainable strategies to share with the class.

Image: Beef steer. Public domain.


Out by Angela May George and Owen Swan

Stage 5 – Changing Places	
	<p>Synopsis</p> <p><i>'Brave is waiting and believing in your heart that everything will be okay.'</i></p> <p>Recounted by a young girl who has fled her homeland with her mother, she and her mother squeeze onto a boat and make the long, uncomfortable journey to seek asylum on safer shores. Demonstrating great resilience, enterprise and never-ending hope, they finally make it to safety and begin a new life.</p> <p>Geographical concepts and ideas</p> <p>Place, space, interconnection, scale, change</p> <p>Reasons for international migration to Australia. Asylum seekers. Social consequences.</p>
<p>English concepts</p>	<p>Characterisation, identity, symbol, theme</p>
<p>Selected syllabus content</p>	<p>International migration</p> <p>Students investigate the reasons for and effects of international migration to Australia, for example: (ACHGK058)</p> <ul style="list-style-type: none"> – analysis of international migration patterns – explanation of where and why international migrants settle within Australia – examination of characteristics and spatial patterns of Australia's cultural diversity.
<p>Engaging with the text</p>	<p>Share the book with the students. Observe the symbolism used in the illustrations.</p> <p>Making connections: Text to text – texts about migration, refugees, and asylum seekers. Text to self – personal migration experiences. Text to world – refugees, asylum seekers, urban growth.</p> <p>What is the symbolic meaning of the piece of yellow chord? When is it no longer present? Where do the mother and daughter end up living?</p>
<p>Cross curriculum links</p>	<p>English – Visual literacy. Analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds.</p> <p>History – Migration experiences</p> <p>Drama – Freeze frames of points in the girl and mother's journey. Portray alternative endings</p> <p>Asia and Australia's Engagement with Asia – Interconnections between Asia and Australia</p>
<p>Supporting texts and resource links</p>	<p>The Journey by Francesca Sanna</p> <p>Flight by Nadia Wheatley and Armin Greder</p> <p>My Two Blankets by Irena Kobald and Freya Blackwood</p> <p>Out: Teacher Notes and Activities, Lamont Books</p> <p>Changing Places: Geography Teaching Framework, NSW DoE</p>



Out – Learning snapshots

<p>International migration patterns</p> 	<p>What are the patterns and trends in international migration? What are the consequences of population movements?</p> <p>Read and discuss the book <i>Out</i>. What are the symbolic elements of the illustrations and what do they represent? What country might the mother and girl have come from? Where do they arrive?</p> <p>Students manipulate the interactive map of Global Migration Flows (International Organisation for Migration, 2015). The map provides a visual representation of the number of migrants and countries of origin for inward and outward global migration. Students also view All the World's Immigration Visualized in 1 Map (Metrocosm, June 2016).</p> <p>Students analyse the patterns of migration flows. They select two regions and write ten bullet points that summarise the patterns and trends in international migration within the two regions. Students infer the consequences of population movements within those regions.</p> <p>Image: Syrian refugees. Public domain</p>
<p>International migrants in Australia</p>	<p>Where do international migrants settle in Australia? Why?</p> <p><i>'We are very lucky, Mum says. She has a job now and we have a safe place to live.'</i></p> <p>View the bedroom and park illustrations in <i>Out</i>. Where do the mother and girl live?</p> <p>Of Australia's population born overseas, 85% live in a major urban area with just under half living in Sydney or Melbourne. The data shows that international migrants choose suburbs in or near city centres (ABS, 2011 Census).</p> <p>Students read the data and analysis in the ABS article, Where Do Migrants Live?, based on the 2011 Census, or more recent if available. They create an infographic that answers the question: Where do international migrants settle in Australia and why?</p>
<p>Australia's cultural diversity</p> 	<p>What are the characteristics and spatial patterns of Australia's cultural diversity?</p> <p>In <i>Out</i>, view the illustration of the girl dancing and reminiscing about her home country. How do migrant families connect to their country of birth? How are cultures and cultural diversity celebrated in Australia?</p> <p>For either Sydney or Melbourne, students use the information in the percentage of migrants per suburb maps, and information on patterns of settlement, in the ABS article, Where Do Migrants Live?, (2011 Census). They undertake the following:</p> <ul style="list-style-type: none">• You are the cultural event manager for a state government organisation and have been tasked to advise on the best locations and cultural focuses for three new suburban cultural celebrations. Each event is to:<ul style="list-style-type: none">○ Reflect one of the top ten migrant cultural groups living in the city from non-English speaking origins○ Focus on one migrant culture but be inclusive of other cultures○ Be readily accessible to people of all ages of the focus culture○ Be readily accessible to people from surrounding suburbs and cultures.• Write a one page 'briefing paper' that clearly states your recommendation and provides justifications for your choices. <p>Image: Viva Victoria Multicultural Festival 2014 (cropped). C Phutully. CC BY 2.0</p>

Nyuntu Ninti: What You Should Know by Bob Randall and Melanie Hogan

Stage 5 – Environmental Management	
	<p>Synopsis</p> <p>Meaning ‘what you should know’, <i>Nyuntu Ninti</i> is written in the words of Bob Randall (c.1934–2015), a Yankunytjatjara elder, songwriter and NAIDOC Person of the Year, 1999. Bob explains the longevity of Aboriginal people and the connection of the Anangu people to Uluru, the surrounding country and to all living things. He highlights the importance of looking after the land and living in harmony with it.</p> <p>Geographical concepts and ideas</p> <p>Place, environment, interconnection, sustainability</p> <p>Anangu Peoples’ worldview and approach to environmental management.</p>
<p>English concepts</p>	<p>Culture, cultural identity, setting, theme</p>
<p>Selected syllabus content</p>	<p>Environmental management</p> <p>Students investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK071, ACHGK072)</p> <ul style="list-style-type: none"> – discussion of varying environmental management approaches and perspectives
<p>Engaging with the text</p>	<p>Share the book with the students. Provide time for carefully observing the photographs, in particular, people’s interactions with the environment.</p> <p>Making connections: Text to text – Aboriginal Dreaming stories. Text to self – nature connections, environmental experiences, travel to Uluru and Kata Tjuta. Text to world – land claims, land management.</p> <p>Why is the book titled <i>Nyuntu Ninti</i>? What is the author’s purpose? How do the words and photographs work together to achieve the purpose?</p>
<p>Cross curriculum links</p>	<p>English – Explain and analyse cultural assumptions, including texts by and about Aboriginal Australians.</p> <p>Science – Living world: Contribution of Aboriginal and Torres Strait Islander peoples’ cultural practices and knowledge to conservation and management of sustainable ecosystems</p> <p>Visual arts – Western Desert Aboriginal Art Movement, e.g. Papunya Tula artists</p> <p>Aboriginal and Torres Strait Islander histories and cultures – Relationship with Land and Place, caring for Country</p>
<p>Supporting texts and resource links</p>	<p>One Small Island by Alison Lester and Coral Tulloch</p> <p>Phasmid: Saving the Lord Howe Island Stick Insect by Rohan Cleave and Coral Tulloch</p> <p>Nyuntu Ninti Teacher notes, Harper Collins</p> <p>Uluru-Kata Tjuta National Park Management Plan 2010–2020, Australian Government and Uluru-Kata Tjuta Board of Management</p> <p>Environmental Management: Geography Teaching Framework, NSW DoE</p> <p>HSIE Learning Across the Curriculum: Aboriginal and Torres Strait Islander Histories and Cultures, NSW DoE</p>

Nyuntu Ninti – Learning snapshots

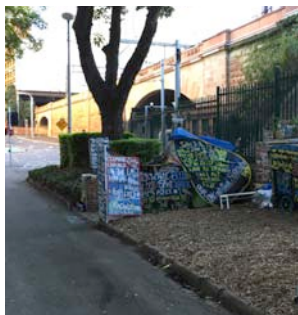
<p>Value of Country</p>	<p>What is the importance of the economic, cultural, spiritual and aesthetic value of Country and Place for Aboriginal and Torres Strait Islander Peoples?</p> <p>Share the book <i>Nyuntu Ninti</i> and learn about the values of the Uluru environment. Read the lyrics of Bob Randall's song, <i>Where We Came From</i> (last page) and view the author singing: Bob Randall: Where We Come From, Global Oneness Project.</p> <p>Students create a concept map identifying the values of Country to Aboriginal people, as explained by Bob Randall.</p>
<p>Uluru–Kata Tjuta National Park management</p> 	<p>How do worldviews of Aboriginal and Torres Strait Islander peoples influence approaches to environmental use and management?</p> <p>Re-read <i>Nyuntu Ninti</i> and observe people's interactions with the environment. Anangu are the custodians and owners of Uluru-Kata Tjuta National Park (Nguraritja) which is jointly managed with Parks Australia. Tjukurpa is the foundation of Anangu life and of the joint management of the park.</p> <p>Read the following pages from the Uluru-Kata Tjuta National Park Management Plan 2010–2020 (Australian Government and Uluru-Kata Tjuta Board of Management) to understand the guiding principles of environmental management:</p> <ul style="list-style-type: none"> • Board of Management Vision and Forward (pp. i–ii) • 'Working Together' painting and its explanation (p.iv) • Tjukurpa (pp.3–4/8). <p>Students discuss how the worldviews of Anangu influence the approach to environmental use and management of Uluru-Kata Tjuta National Park. In role as a newly trained tour guide for the park, they prepare and deliver an introductory statement to park visitors that express Aboriginal people's interactions and connections with the environment.</p> <p>Image: Kata Tjuta, Public domain</p>
<p>Caring for Country</p> 	<p>How do Aboriginal people use fire in caring for Country?</p> <p>Students use the following videos and explanations, and other sources, to create a cause and effect chart on the Aboriginal use of fire in caring for Country:</p> <ul style="list-style-type: none"> • Through Our Eyes - Using Fire To Care For Country with Roy Barker (Murrawari language group), Local Land Services Western Region, 2014 • Aboriginal Fire Management, Creative Spirits • Fighting Carbon with Fire in Western Arnhem Land, NT, UNUChannel (United Nations University), 2009 <p>Image: Controlled burn. Public domain</p>
<p>Aboriginal knowledge and advice</p>	<p>Why is Aboriginal input and knowledge essential to effective environmental management?</p> <p>Students:</p> <ul style="list-style-type: none"> • Collaborate with local Aboriginal community members who have a role in environmental management of local natural areas. • Visit a local area managed with input from Aboriginal people. • View Through Our Eyes - Sustaining Animal Populations with Roy Barker (Murrawari language group), Local Land Services Western Region, 2014. • Read extracts of Uluru-Kata Tjuta National Park Management Plan 2010–2020. <p>Students discuss the statement: 'Aboriginal input and knowledge is essential to effective environmental management'.</p>

Way Home by Libby Hathorn and Gregory Rogers

Stage 5 – Human Wellbeing	
	<p>Synopsis</p> <p><i>‘The boy looks up and looks down. Then he crawls quickly, quickly through a hole in the fence.’</i></p> <p>Shane is a youth wandering the city streets at night. He spots a young cat on a fence, tucks it into his jacket and heads for home. As he scurries along he avoids a fight with a street gang, scoffs at warmly lit windows, showrooms and restaurants and rescues the cat out of a tree after an encounter with an angry dog. Shane heads to the safety of home along, through, down and around to his place, the tiny etched out space that Shane calls home.</p> <p>Geographical concepts and ideas</p> <p>Place, space, interconnection</p> <p>Consequences of differences in human wellbeing in Australia for young people. Homelessness.</p>
English concepts	Characterisation, intertextuality, plot, setting, theme
Selected syllabus content	<p>Human wellbeing in Australia</p> <p>Students investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)</p> <ul style="list-style-type: none"> – identification of differences in human wellbeing in Australia using a range of indicators – examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia e.g. cultural groups, unemployed, the aged, young people, people with disabilities – analysis of how human wellbeing is influenced by where people live in Australia.
Engaging with the text	<p>Share the book with the students. Start with a blind reading to enable students to visualise the places described. Then read the book with the illustrations. What do you know about homelessness in Australia?</p> <p>Making connections: Text to text – texts about home and wellbeing. Text to self – personal experiences of a sense of place. Text to world – homelessness, poverty, social justice issues.</p> <p>What is familiar and unfamiliar to you in the text? What visual elements communicate the theme of the text? Does it remind you of anything you know?</p>
Cross curriculum links	<p>English – Explore virtual and imagined worlds. How visual texts are shaped.</p> <p>Creative arts – Freeze frames and role play. Dance, music</p> <p>Visual arts – Body of work on human wellbeing. Intertextuality</p>
Supporting texts and resource links	<p>Way Home Teachers Resource, Reading Australia</p> <p>Geographies of Human Wellbeing, Geography Teachers’ Association, Victoria</p> <p>Human Wellbeing: Geography Teaching Framework, NSW DoE</p>

Way Home – Learning snapshots

Homelessness as a case study



What are the differences in human wellbeing in Australia? What factors influence homelessness?

In *Way Home*, an image of near-touching hands is used on the first and last pages. It is an intertextual reference taken from Michelangelo's *The Creation of Adam* and is universally used to represent humanity. *Way Home* is dedicated to the workers who show humanity by helping young people in need.

Of the 105,237 homeless people recorded in the 2011 census, 25% were young people aged 12-24 years ([ABS](#)). Of those, 10% were aged 12-18. View the video [Homelessness in Australia](#) (Homelessness Australia, 2014) for a summary of the statistics.

What factors influence homelessness in Australia?

Students read the following sources and complete the table:

- [Without a Home](#) interactive graphic (ABC 2015)
- [Homelessness in Australia](#) fact sheet (Homelessness Australia, 2016)

Factor	Stats if available	Reasons

Image: Homeless person's abode, Sydney, 2016. G Braiding

Spatial variations in homelessness

How is human wellbeing influenced by where people live in Australia?

View the [Homelessness in Australia](#) infographic (Homelessness Australia, 2014). Northern Territory has the highest rate of homeless with 730.7 people homeless per 10 000 population. NSW is midrange at 40.8 homeless people per 10 000 population and Tasmania has the lowest at 31.9 per 10 000.

Using the [State-based infographics](#) (Homelessness Australia, 2014), students compare the homelessness statistics for Northern Territory and one other state or territory. They represent the similarities and differences in a Venn diagram and write a paragraph accounting for the differences.

Homelessness: Reasons and consequences



What are the reasons for and consequences of homelessness in Australia?

Re-read *Way Home* and discuss the symbolism used in the illustrations, e.g. the similarity between the dog's mouth and the hole in the fence (danger), the visual and textual references to milk (comfort), the torn pages (tear away).

Students use 'see-think-wonder' to analyse the illustration of Shaun's 'home' and consider the consequences of homelessness on Shaun and on society.

View [Homeless Australia – Runner Up Documentary 2014](#) (ScreenMy Shorts, 2014). Identify the different groups represented in the video and reasons that led to their homelessness. List the ideas put forward on reducing homelessness.

Students design the landing page of a website for a new charity founded to reduce homelessness in Australia. The webpage is part of a digital campaign to raise awareness, community action and fundraising and should be strongly visual. Focusing on two groups of people, it should include: reasons for homelessness, personal consequences, consequences on society and a call to action.

Resources:

- [Homelessness in Australia](#) fact sheets
- Charitable organisations websites, e.g. [Mission Australia](#), [StreetSmart](#), [Australian Red Cross](#), [Salvation Army](#), [StreetBeat](#), [Lighthouse Foundation](#)

Image: Man on street. Public domain.

References in learning snapshots

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Scope and sequence of picture books in Geography K-10

Early Stage 1 – People Live in Places

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
Important places Students investigate the importance of places they live in and belong to (ACHGK002, ACHGK004)	<i>My School Grounds</i>	Cat and Fish by Neil Curtis and Joan Grant	Features of different places cat and fish live in and belong to. What makes a place special? Interrelationships between people and places. Representation of places.	Home by Carson Ellis Tom Tom by Rosemary Sullivan and Dee Huxley Mr McGee by Pamela Allen It's a Miroocool! By Christine Harris and Ann James
Aboriginal and Torres Strait Islander places Students investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples (ACHGK003)	<i>My School Grounds</i>	Tom Tom by Rosemary Sullivan and Dee Huxley	Concept of place. What makes a place special and how this may differ for different people? Representations of location. Set in a remote Aboriginal community in the Northern Territory. Tom Tom: Teaching Resources	The Lost Girl by Ambelin Kwaymullina and Leanne Tobin Tom Tom by Rosemary Sullivan and Dee Huxley Too Many Cheeky Dogs by Johanna Bell and Dion Beasley
Locating places Students investigate how the location of places can be represented (ACHGK001)	<i>My School Grounds</i>	Henry's Map by David Elliot	Pictorial map making. Different representations of the location of places. Importance of looking after places. Vocabulary of location and position. Set on a farm.	My Map Book by Sara Fanelli Rosie's Walk by Pat Hutchins Alexander's Outing by Pamela Allen We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury

Stage 1 – Features of Places

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
Features of places Students investigate features of places and how they can be cared for (ACHGK005)	<i>Local Places and Spaces</i>	The Curious Garden by Peter Brown	Natural and human features of an urban place. Ways places change. Active role of citizens in caring for places. Educator's Guide: The Curious	Last Tree in the City by Peter Carnavas Me on the Map by Joan Sweeney and Annette Cable So Many Wonderfals by Tina Matthews My Country by Ezekiel Kwaymullina and Sally

			Garden	Morgan One Tiny Turtle by Nicola Davies and Jane Chapman
Weather and seasons Students investigate the weather and seasons of places (ACHGK006)	<i>Weather</i>	Big Rain Coming by Katrina Germein and Bronwyn Bancroft	Weather of Australia's Top End at the end of the dry season and the anticipation of the wet season. How people describe weather and seasons of places. Big Rain Coming: Teacher Resource	A Year on Our Farm by Alison Lester Ernie Dances to the Didgeridoo by Alison Lester An Aussie year: Twelve months in the lives of Australian kids by Tania McCartney and Tina Snerling All Through the Year by Jane Godwin and Anna Walker
How places are organised Students investigate activities that occur within places (ACHGK007, ACHGK008)	<i>Local Places and Spaces</i>	Magic Beach by Alison Lester	Diversity of activities in a beach environment. How spaces at the beach can be used for different purposes.	Greetings from Sandy Beach by Bob Graham Possum in the House by Kiersten Jensen and Tony Oliver Too Many Cheeky Dogs by Johanna Bell and Dion Beasley

Stage 1 – People and Places

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
Australian places Students investigate places across a range of scales within Australia (ACHGK010)	<i>Australian Places</i>	Are We There Yet? by Alison Lester	Diversity of landscapes across Australia. Representations of places and people. Map of the journey.	Possum Magic by Mem Fox and Julie Vivas Sail Away: the Ballad of Skip and Nell by Mem Fox and Pamela Lofts Tiny, a Little Dog on a Big Adventure by Steve Otton and Jennifer Castles
Australia's location Students investigate Australia's location in the world (ACHGK009)	<i>Australian Places</i>	Circle by Jeannie Baker	Australia's location in relation to other continents and the oceans of the world. Annual migration of bar-tailed godwit birds. Migration map.	

			Circle: Teacher Notes	
<p>People’s connection to places</p> <p>Students investigate people’s connections and access to places (ACHGK013)</p>	<i>Australian Places</i>	Gary by Leila Rudge	<p>Factors affecting people’s accessibility to places, e.g. mobility, transport, signage. People’s connections to places. Mapping: signs and symbols. Set in a city.</p> <p>Gary: Classroom Ideas</p>	<p>Peggy by Anna Walker</p> <p>Have You Seen My Dragon? by Steve Light</p> <p>The Jolly Postman: Or Other People's Letters by Janet and Allen Ahlberg</p>
<p>Local and global connections</p> <p>Students investigate connections that people have to local and global places (ACHGK010, ACHGK012)</p>	<i>Around the World</i>	A New Year's Reunion by Yu Li-Qiong and Zhu Cheng-Liang	<p>Connections and links people have with people and places. Features of a village in China. Chinese daily life, cultural customs and traditions.</p>	<p>Fang Fang’s Chinese New Year by Sally Rippon</p> <p>Grandpa's Mask by Jing Jing Guo</p> <p>We All Went on Safari: A Counting Journey through Tanzania by Laurie Krebs and Julia Cairns</p>
<p>Local and global connections</p> <p>Connections that Aboriginal and Torres Strait Islander Peoples have to local places (ACHGK010, ACHGK011, ACHGK012)</p>	<i>Aboriginal Connections</i>	You and Me: My Place by Leonie Norrington and Dee Huxley	<p>Connections different people have with places. Aboriginal and Torres Strait Islander People’s connections to their place. Set in the outskirts of Darwin, Northern Territory.</p>	<p>The Lost Girl by Ambelin Kwaymullina and Leanne Tobin</p> <p>Savannah Dreams by Lolla Stewart and Elaine Russell</p> <p>Collecting Colour by Kylie Dunstan</p>

Stage 2 – Places are Similar and Different

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>The Australian continent</p> <p>Students investigate Australia’s major natural and human features (ACHGK014, ACHGK015)</p>	<i>Features of Australia</i>	Why I Love Australia by Bronwyn Bancroft	<p>Natural and human features of a variety of Australian places. Artistic representations of features. Various views, e.g. birds eye, eye-level.</p> <p>Why I Love Australia: Activity Notes</p>	<p>To the Top End: Our Trip Around Australia by Roland Harvey</p> <p>Tiny, a Little Dog on a Big Adventure by Steve Otton and Jennifer Castles</p> <p>Tom the Outback Mailman by Kristen Weidenbach and Timothy Ide</p>

<p>Australia's neighbours Students investigate Australia's neighbouring countries and their diverse characteristics (ACHGK016)</p>	<p><i>Australia's Neighbours</i></p>	<p>The Lost Tail by Patricia Bernard and Tricia Oktober</p>	<p>Characteristics of Papua New Guinea. Australian neighbouring countries.</p>	<p>Wabi Sabi by Mark Reibstein and Ed Young Playground by James Mollison</p>
<p>Climate of places Students investigate the climates of different places (ACHGK017)</p>	<p><i>Features of Australia & Australia's Neighbours</i></p>	<p>Cyclone by Jackie French and Bruce Whatley</p>	<p>Climate of a place. Cyclone Tracy's impact on Darwin. Weather of Darwin in cyclone lead-up.</p>	<p>Big Rain Coming by Katrina Germein and Bronwyn Bancroft Monsoon by Uma Krishnaswami and Jamel Akib Walking with the Seasons in Kakadu by Diane Lucas and Ken Searle</p>
<p>Similarities and differences between places Students investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there (ACHGK019)</p>	<p><i>Features of Australia & Australia's Neighbours</i></p>	<p>Mirror by Jeannie Baker</p>	<p>Demographic characteristics and daily life in a remote village in Morocco, North Africa, and inner city Sydney, Australia. What it would be like to live in each place. Similarities and differences between places. Mirror: Classroom Ideas</p>	<p>Our Village in the Sky by Janeen Brian and Anne Spudvilas (Himalayas) I Live in Tokyo by Mari Takabayashi Herman and Rosie by Gus Gordon (New York) My Father's Boat by Sherry Garland and Ted Rant (Vietnam)</p>
<p>Perception and protection of places Students investigate how the protection of places is influenced by people's perception of places (ACHGK018)</p>	<p><i>Features of Australia & Australia's Neighbours</i></p>	<p>Belonging by Jeannie Baker</p>	<p>How people's perceptions of their urban neighbourhood influence the taking of action to improve and protect their environment. Belonging: Teacher Notes</p>	<p>Where the Forest Meets the Sea by Jeannie Baker The Curious Garden by Peter Brown Last Tree in the City by Peter Carnavas</p>

Stage 2 – The Earth’s Environment

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>Different environments Students investigate the natural characteristics of Australia and a country in Asia (ACHGK020)</p>	<p><i>Natural Environments</i></p>	<p>My Country by Dorothea Mackellar and Andrew McLean</p>	<p>Natural vegetation and climate of places in Australia. Diversity of Australian environments. Importance of natural resources to people.</p>	<p>Rain Dance by Cathy Applegate and Dee Huxley All the Way to WA: Our Search for Uncle Kev by Roland Harvey Bundalook: How the Birds got their Colours, D’harawal Dreaming story by Frances Bodkin, Gawaian Bodkin-Andrews and Lorraine Robertson (illust.) The Waterhole by Graeme Base The River by Libby Hathorn (China)</p>
<p>Significance of environments Students investigate the importance of natural vegetation and natural resources to the environment, animals and people (ACHGK021, ACHGK022, ACHGK024)</p>	<p><i>Natural Environments</i></p>	<p>Mbobo Tree by Glenda Millard and Annie White</p>	<p>Importance of natural vegetation to animals and people. How people value environments. Personal action to protect a significant tree. Set in Africa. Teacher's Notes for Mbobo Tree</p>	<p>Tuart Dwellers by Jan Ramage and Ellen Hickman Desert Lake: The Story of Kati Thanda - Lake Eyre by Pamela Freeman and Liz Anelli Emu by Claire Saxby and Graham Byrne Bilby Secrets by Edel Wignell and Mark Jackson Collecting Colour by Kylie Dunstan</p>
<p>Perception of environments Students investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments (ACHGK022, ACHGK023, ACHGK024)</p>	<p><i>National Park Case Study</i></p>	<p>Where the Forest Meets the Sea by Jeannie Baker</p>	<p>Importance of a rainforest environment to people. How people perceive and value a natural environment. Set in the Daintree, Queensland.</p>	<p>Welcome to Country by Aunty Joy Murphy and Lisa Kennedy Pannikin and Pinta by Colin Thiele and Peter Gouldthorpe The Lorax by Dr Suess Bittangabee Tribe: An Aboriginal story from Coastal New South Wales by Rebecca Kirby, Liddy Stewart, Beryl M Cruse and Steven</p>

				Thomas – Teacher Notes: Bittangabee Tribe
<p>Protection of environments</p> <p>Students investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples (ACHGK023, ACHGK024, ACHGK025)</p>	<i>National Park Case Study</i>	Collecting Colour by Kylie Dunstan	Importance of natural vegetation and natural resources to Aboriginal people. Sustainable practices of Aboriginal people that protect the environment. Set in Arnhem Land, Northern Territory.	<p>Nyuntu Ninti: What you should know by Bob Randall and Melanie Hogan</p> <p>George Saves the World by Lunchtime by Jo Readman and Ley Honor Roberts</p> <p>The Tomorrow Book by Jackie French and Sue deGennaro</p> <p>The Last Tree by Mark Wilson</p> <p>Mangrove by Glenda Kane and Lisa Allen</p>

Stage 3 – Factors that Shape Places

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>Factors that change environments</p> <p>Students investigate the ways people change the natural environment in Australia and another country (ACHGK026, ACHGK027)</p>	<i>Contemporary Land Use Issue</i>	One Small Island by Alison Lester and Coral Tulloch	<p>Environmental management of Macquarie Island. Eradication of feral animals.</p> <p>Save One Island, Save Them All: unit, E4AC (English for the Australian Curriculum)</p> <p>Teacher Notes: One Small Island</p>	<p>The Story of Rosie Dock by Jeannie Baker</p> <p>The Last Tree by Mark Wilson</p> <p>Sparrow Girl by Sara Pennypacker and Yoko Tanaka</p> <p>Can We Save the Tiger? by Martin Jenkins and Vicky White</p>
<p>Environments shape places</p> <p>Students investigate how the natural environment influences people and places (ACHGK028)</p>	<i>Why Live Where?</i>	Go Home Cheeky Animals by Johanna Bell and Dion Beasley	How the weather is an influencing environmental factor on where people live and their lives. Set in a remote community in the Northern Territory.	<p>Farmer Shultz's Ducks by Colin Thiele and Mary Milton</p> <p>Monsoon by Uma Krishnaswami and Jamel Akib</p> <p>The Black Swan by Celia Briddle – The Black Swan: Teacher's Notes</p> <p>Bittangabee Tribe: An Aboriginal story from Coastal New South Wales by Rebecca Kirby, Liddy Stewart, Beryl M Cruse and Steven Thomas – Teacher Notes: Bittangabee Tribe</p>

<p>Humans shape places Students investigate how people influence places (ACHGK029)</p>	<p><i>Contemporary Land Use Issue</i></p>	<p>Cat on the Island by Gary Crew and Gillian Warden</p>	<p>How people changed the natural environment on Stephens Island, New Zealand. Impacts of land clearing and feral animals. Cat on the Island: Teaching Notes</p>	<p>Katie Morag and the New Pier by Mairi Hedderwick The Tin Forest by Helen Ward and Wayne Anderson The Curious Garden by Peter Brown Window by Jeannie Baker Belonging by Jeannie Baker</p>
<p>Bushfire hazard Students investigate the impact of ONE contemporary bushfire hazard in Australia (ACHGK030)</p>	<p><i>Bushfire Mitigation</i></p>	<p>Fire by Jackie French and Bruce Whatley</p>	<p>Impact of a bushfire on Australian people, places and environments.</p>	<p>Fabish: The Horse That Braved a Bushfire by Neridah McMullin and Andrew McLean</p>

Stage 3 – A Diverse and Connected World

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>Diversity across Asia Students investigate the diversity in geographical characteristics within the Asia region (ACHGK031, ACHGK032)</p>	<p><i>Engaging with Asia</i></p>	<p>Sacred River: The Ganges of India by Ted Lewin</p>	<p>Geographical characteristics of India. Use of the Ganges River in Indian culture.</p>	<p>The River by Libby Hathorn and Stanley Wong (China) – The River: Activities Our Village in the Sky by Janeen Brian and Anne Spudvilas (Himalayan mountains) One day: Around the world in 24 hours by Suma Din and Christiane Engel</p>
<p>The world's cultural diversity Students investigate the world's cultural diversity, including the cultures of indigenous peoples (ACHGK033)</p>	<p><i>Engaging with Asia</i></p>	<p>Elephants Have Wings by Susanne Gervay and Anna Pignataro</p>	<p>Retelling of the parable of the blind men and the elephant found in Hinduism, Jainism, Buddhism and Sufism faiths. Cultural diversity. Intercultural understanding. Elephants Have Wings: Page by Page Study Guides</p>	<p>Long-Long's New Year: A Story About the Chinese Spring Festival by Catherine Gower and He Zhihong Ramadan Moon by Na'ima B Robert and Shirin Adl Amma, Tell Me About Ramayana! by Bhakti Mathur (Ramayana stories are found in</p>

				Indonesia, Thailand, Nepal, Cambodia)
<p>Connections shape perceptions</p> <p>Students investigate connections between Australia and other countries of the world (ACHGK034, ACHGK035)</p>	<i>Connections and Perceptions</i>	Circle by Jeannie Baker	Connections Australia has with other countries of the world through the migration of the bar-tailed godwit birds. Interconnection. Circle: Teacher Notes	My Two Blankets by Irena Kobald and Freya Blackwood – My Two Blankets: Teacher Notes for Years 5-6 The Journey by Francesca Sanna Old Magic by Allan Baillie and Di Wi Big Blue Whale by Nicola Davies and Nick Maland
<p>Global connections</p> <p>Students investigate how connections influence people's perceptions and understanding of places (ACHGK036)</p>	<i>Connections and Perceptions</i>	All the World by Liz Garton Scanlon and Marla Frazee	Connections Australia has with other countries of the world. Everyone has a place in the world and we are all connected.	Zoom by Isvan Banyai One World by Michael Foreman Map of Dreams by Uri Shulevitz

Stage 4 – Landscapes and Landforms

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>Landscapes and landforms</p> <p>Students investigate different landscapes and the geomorphic processes that create distinctive landforms (ACHGK048, ACHGK050)</p>	<i>Investigating landscapes</i>	Round Trip by Ann Jonas	Artistic visual representation of a transect through a variety of landscapes. Exploration of features of landscapes. Perceptions of places.	Why I Love Australia by Bronwyn Bancroft Map of Dreams by Uri Shulevitz All the Way to WA: Our Search for Uncle Kev by Roland Harvey
<p>Value of landscapes and landforms</p> <p>Students investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres</p>	<i>Investigating landforms</i>	Nyuntu Ninti: What you should know by Bob Randall and Melanie Hogan	Value of Uluru and the surrounding landscape to the Anangu people. Nyuntu Ninti: Study Notes/Activities for Teachers	Stories from the Billabong by James Vance Marshall and Francis Firebrace (includes the Creation of Uluru) To the Top End: Our Trip Around Australia by Roland Harvey

Strait Islander Peoples (ACHGK049)				
Changing landscapes Students investigate the human causes and effects of landscape degradation (ACHGK051)	<i>Value of landscapes and landforms</i>	The Last Tree by Mark Wilson	Introduction to the issue of landscape degradation through urbanization and deforestation.	Cat on the Island by Gary Crew and Gillian Warden The Story of Rosy Dock by Jeannie Baker Maralinga: The Anangu Story by Yalata and Oak Valley communities, with Christobel Mattingley
Landscapes management and protection Students investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes (ACHGK052)	<i>Landscape management and protection</i>	Mama Miti: Wangari Maathai And The Trees Of Kenya by Donna Jo Napoli	Ways to protect and manage landscapes and landforms. How Wangari Maathi worked with women to reforest the Kenyan landscape.	Mbobbo Tree by Glenda Millard and Annie White Seeds of Change: Planting a Path to Peace by Jen Cullerton Johnson Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A Nivola
Geomorphic hazard Students investigate ONE contemporary geomorphic hazard including causes, impacts and responses (ACHGK053)	<i>Hazards</i>	The Black Swan by Celia Bridle	Description of a volcanic eruption and people's responses to it. The Black Swan: Teacher's Notes	Cyclone by Jackie French and Bruce Whatley Bushfire by Jackie French and Bruce Whatley

Stage 4 – Place and Liveability

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
Influences and perceptions Students investigate factors influencing perceptions of the liveability of places (ACHGK043, ACHGK046,	<i>Influences and perceptions</i>	Voices in the Park by Anthony Browne	Factors that influence people's perceptions of the liveability of places. Varying perceptions of a place as told through four 'voices'. Interactive version of Voices in the	The City by Armin Greder – The City: Teacher's Notes Way Home by Libby Hathorn and Gregory Rogers

ACHGK065)			Park (needs Flash)	
Access to services and facilities Students investigate the influence of accessibility to services and facilities on the liveability of places (ACHGK044)	<i>Environmental quality</i>	Gary by Leila Rudge	Effects of access to services and facilities that enhance mobility and people's wellbeing. Gary: Classroom Ideas	Peggy by Anna Walker – Peggy: Teacher Notes Home by Narelle Oliver Voices in the Park by Anthony Browne
Environmental quality Students investigate the impact of environmental quality on the liveability of places (ACHGK045)	<i>Wow, what a city</i>	Nasreen's Secret School: A True Story from Afghanistan by Jeanette Winter	Impact of conflict and restricted access to services and facilities. Set in Afghanistan.	
Community Students investigate the influence of social connectedness and community identity on the liveability of places (ACHGK046)	<i>Wow, what a city</i>	Fair Skin Black Fella by Renee Fogarty	Importance of family, community, country, culture and spirituality to Aboriginal people. Cultural identity and connectedness.	Belonging by Jeannie Baker Too Many Cheeky Dogs by Johanna Bell and Dion Beasley Papunya School Book of Country and History by Papunya School – Teachers Notes: Papunya School Book of Country and History
Enhancing liveability Students investigate strategies used to enhance the liveability of places using examples from different countries (ACHGK047)	<i>Wow, what a city</i>	The Curious Garden by Peter Brown	Strategies that improve environmental quality and community identity. Enhanced liveability. Sustainability. Inspired by the High Line in New York City. Educator's Guide: The Curious Garden	Belonging by Jeannie Baker The Tin Forest by Helen Ward and Wayne Anderson Last Tree in the City by Peter Carnavas

Stage 4 – Water in the World

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>Water resources Students investigate the characteristics and spatial distribution of global water resources (ACHGK037)</p>	<i>Water resources</i>	On the River by Marc Martin	Water as a resource and as a connecting element between places.	
<p>The water cycle Students investigate how the operation of the water cycle connects people and places (ACHGK038)</p>	<i>The water cycle</i>	Desert Lake: The Story of Kati Thanda - Lake Eyre by Pamela Freeman and Liz Anelli	Factors influencing water flows. Nature's response to the ephemeral filling of Lake Eyre.	Diru'wunan and Diru'wun: The Currawongs and the Magpies , D'harawal Dreaming story by Frances Bodkin, Gawaian Bodkin-Andrews and Lorraine Robertson (illust.)
<p>Australia's water resources Students investigate the quantity and variability of water resources in Australia and other places (ACHGK039)</p>	<i>Water resources</i> <i>Water audit</i>	Water Witcher by Jan Ormerod	Bore water, night soaks and wells. Skill of water witching to locate water.	Desert Lake: The Story of Kati Thanda - Lake Eyre by Pamela Freeman and Liz Anelli
<p>Water scarcity and water management Students investigate the nature of water scarcity and ways of overcoming it (ACHGK040)</p>	<i>Water scarcity and water management</i>	Rain Dance by Cathy Applegate and Dee Huxley	Impacts and nature of water scarcity in Australia. Impacts of drought on an arid Australian cattle station.	Two Summers by John Hefferman and Freya Blackwood Water Witcher by Jan Ormerod A Thirst for Home by Christine Ieronimo and Eric Velasquez
<p>The value of water Students investigate the economic, cultural, spiritual and aesthetic values of water for</p>	<i>"Water for the world" day</i> <i>Water as a</i>	On the River by Roland Harvey	Economic, cultural, spiritual and aesthetic values of the Murray River for people. On the River: In the Classroom	The River by Libby Hathorn and Stanley Wong (China) – The River: Activities Sacred River: The Ganges of India by Ted Lewin

people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region (ACHGK041)	<i>global issue</i>			Big Rain Coming by Katrina Germein and Bronwyn Bancroft – Big Rain Coming: Teacher Resource
Natural hazard Students investigate ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses (ACHGK042)	<i>Natural hazard</i>	Flood by Jackie French and Bruce Whatley	Case study of a hydrologic hazard: the 2011 Brisbane floods.	Flood by Alvaro F Villa Cyclone by Jackie French and Bruce Whatley

Stage 4 – Interconnections

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
Personal connections Students investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future (ACHGK065, ACHGK069)	<i>Geographical inquiry:</i> <i>Personal connections</i>	A Thirst for Home by Christine Ieronimo and Eric Velasquez	Personal connections to place. How people's perceptions of places influences connections to places. Water as a connecting element.	My Island Home by Neil Murray and Peter Hudson The Lotus Seed by Sherry Garland and Tatsuro Kiuchi Pannikin and Pinta by Colin Thiele and Peter Gouldthorpe
Technology Students investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)	<i>Technology</i>	Zoom by Isvan Banyai	How transport and ICT connect people to places. Perspective. Scale.	ReZoom by Istvan Banyai

<p>Trade</p> <p>Students investigate the ways places and people are interconnected through trade in goods and services across a range of scales (ACHGK067)</p>	<p><i>Trade</i></p>	<p>Cloud Tea Monkeys by Mal Peet, Elspeth Graham and Juan Wijngaard</p>	<p>Interconnections of people and places through the picking of and trade in tea. (NB Text is long, perhaps paraphrase the story.)</p>	<p>Look What Came From series by Miles Harvey</p>
<p>Production and consumption</p> <p>Students investigate the effects of the production and consumption of goods on people, places and environments throughout the world (ACHGK068)</p>	<p><i>Production and consumption</i></p>	<p>The Fisherman and the Theefyspray by Paul Jennings and Jane Tanner</p>	<p>Effects of human activities on environments (fishing). Sustainability. Possible futures.</p>	<p>Can We Save the Tiger? by Martin Jenkins and Vicky White</p>

Stage 5 – Sustainable Biomes

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>Biomes</p> <p>Students investigate the distribution and physical characteristics of biomes (ACHGK060)</p>	<p><i>Biomes</i></p>	<p>My Country by Dorothea Mackellar and Andrew McLean</p>	<p>Images and prose describing the physical characteristics of a range of Australian landscapes representing different biomes.</p>	<p>The Hidden Forest by Jeannie Baker (aquatic) Where the Forest Meets the Sea by Jeannie Baker (rainforest) The Story of Rosie Dock by Jeannie Baker (desert)</p>
<p>Changing biomes</p> <p>Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations</p>	<p><i>Changing biomes</i></p>	<p>Sparrow Girl by Sara Pennypacker and Yoko Tanaka</p>	<p>Human impacts on a biome in order to increase agricultural yield. Recount of the 1958 Great Sparrow Campaign in China and the disastrous effects on agriculture and people.</p>	<p>Finding Home by Gary Crew and Susy Boyer</p>

(ACHGK061)				
Biomes produce food Students investigate environmental, economic and technological factors that influence agricultural yields in Australia and across the world (ACHGK062)	<i>Biomes produce food</i>	Finding Home by Gary Crew and Susy Boyer	How environmental factors influence agricultural yields. Potential impact of removal of a habitat tree on wheat yield.	
Challenges to food production Students investigate environmental challenges to food production for Australia and other areas of the world (ACHGK063)	<i>Food security</i> – Report – Q & A	Lila and the Secret of Rain by David Conway and Jude Daly	Impact of water scarcity on food production. Set in Africa.	Two Summers by John Hefferman and Freya Blackwood Rain Dance by Cathy Applegate and Dee Huxley
Food security Students investigate the capacity of the world’s biomes to achieve sustainable food security for Australia and the world (ACHGK064)	<i>Food security</i> – Report – Q & A			The Fisherman and the Theefyspray by Paul Jennings

Stage 5 – Changing Places

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
Causes and consequences of urbanization Students investigate the causes and consequences of urbanisation with reference to	<i>Hot Spot</i>	The Lost Thing by Shaun Tan	Increasing urbanisation in countries. Social consequences of urbanisation. (Images as stimulus)	Window by Jeannie Baker (environmental consequences of urbanisation)

ONE Asian country (ACHGK054)				
Urban settlement patterns Students investigate differences in urban settlement patterns between Australia and another country (ACHGK055)	<i>Hot Spot</i>	Window by Jeannie Baker	Urban sprawl and its impact on natural environments.	I Live in Tokyo by Mari Takabayashi
Internal migration Students investigate reasons for and effects of internal migration in Australia and another country (ACHGK056, ACHGK057)	<i>Internal migration</i>			
International migration Students investigate the reasons for and effects of international migration to Australia (ACHGK058)	<i>International migration</i>	Out by Angela May George and Owen Swan	Reasons for international migration to Australia. Asylum seekers. Social consequences.	The Journey by Francesca Sanna Flight by Nadia Wheatley and Armin Greder – Flight: Teachers' Notes My Two Blankets by Irena Kobald and Freya Blackwood
Australia's urban future Students investigate the management and planning of Australia's urban future (ACHGK059)	<i>Australia's urban future</i>	The Tin Forest by Helen Ward and Wayne Anderson	Environmentally sustainable urban places. Sustainability.	The Curious Garden by Peter Brown Last Tree in the City by Peter Carnavas Belonging by Jeannie Baker
Causes and consequences of urbanization Students investigate the causes and consequences of urbanisation with reference to ONE Asian country	<i>Hot Spot</i>	The Lost Thing by Shaun Tan	Increasing urbanisation in countries. Social consequences of urbanisation. (Images as stimulus)	Window by Jeannie Baker (environmental consequences of urbanisation)

(ACHGK054)				
Stage 5 – Environmental Change and Management				
Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
Environments Students investigate the role and importance of natural environments	<i>World Discovery Tour</i>	Desert Lake: The Story of Kati Thanda - Lake Eyre by Pamela Freeman and Liz Anelli	Interconnections in an arid environment when the ephemeral Lake Eyre fills. Role of natural environment in maintaining biodiversity.	My Country by Dorothea Mackellar and Andrew McLean Big Red Kangaroo by Claire Saxby and Graham Byrne Emu by Claire Saxby and Graham Byrne
Environmental change Students investigate human-induced environmental changes across a range of scales (ACHGK070)	<i>Community Meeting</i>	Dream of the Thylacine by Margaret Wild and Ron Brooks	Human-induced environmental change in Australia. Extinction of the thylacine. Teachers Notes: Dream of the Thylacine	Can We Save the Tiger? by Martin Jenkins and Vicky White The Last Tree by Mark Wilson The Lorax by Dr Suess Kyoto: A Big Story of a Boy and a Little Bear - and a Little Story About Global Warming by Andrew Melrose and Karen Anne Knight
Environmental management Students investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples (ACHGK071, ACHGK072)	<i>Moving Home Environmental Experts Environmental Change Environmental Management</i>	Nyuntu Ninti: What you should know by Bob Randall and Melanie Hogan	Anangu Peoples' view of environmental management. Nyuntu Ninti: Study Notes/Activities for Teachers	Phasmid: Saving the Lord Howe Island Stick Insect by Rohan Cleave and Coral Tulloch One Small Island by Alison Lester and Coral Tulloch
Investigative study Students: <ul style="list-style-type: none"> investigate the biophysical 	<i>Environmental Experts Environmental</i>	Cat on the Island by Gary Crew and	Human causes and consequences of environmental change. Effects of land clearing and feral animals on the biodiversity of Stephens Island, New	Seeds of Change: Wangari's Gift to the World by Jen Cullerton Johnson and Sonia Lynn Sadler

<p>processes essential to the functioning of the selected environment</p> <ul style="list-style-type: none"> investigate the causes, extent and consequences of the environmental change (ACHGK073) investigate the management of the environmental change (ACHGK074, ACHGK075) 	<p><i>Change Environmental Management</i></p>	<p>Gillian Warden</p>	<p>Zealand. Cat on the Island: Teaching Notes</p>	<p>Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A Nivola Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson The Curious Garden by Peter Brown (also as an analogy for geographical inquiry process)</p>
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Stage 5 – Human Wellbeing

Content heading and dot point	Teaching framework	Core text	Main geographical ideas in core text	Supporting texts
<p>Human wellbeing and development Students investigate ways of measuring and mapping human wellbeing and development (ACHGK076)</p>	<p><i>Human wellbeing and development</i> <i>Spatial variations in human wellbeing</i></p>	<p>Map of Dreams by Uri Shulevitz</p>	<p>Nature of human wellbeing. Idea of spatial variations in human wellbeing.</p>	
<p>Spatial variations in human wellbeing Students investigate causes, issues and consequences of spatial variations in human wellbeing (ACHGK077, ACHGK078, ACHGK079)</p>	<p><i>Spatial variations in human wellbeing</i> <i>Improving human wellbeing</i></p>	<p>Dust by Colin Thompson and Tom Byrne</p>	<p>Impact of food crisis on human wellbeing. Inspired by the 2005/06 food crisis in Nigeria. Death of a fictional child.</p>	<p>Out by Angela May George and Owen Swan The Journey by Francesca Sanna</p>
<p>Human wellbeing in Australia Students investigate the reasons for and consequences</p>	<p><i>Human wellbeing in</i></p>	<p>Way Home by Libby Hathorn and</p>	<p>Consequences of differences in human wellbeing in Australia for young people. Homelessness.</p>	

of spatial variations in human wellbeing in Australia (ACHGK080)	<i>Australia</i>	Gregory Rogers	Way Home: Teacher Resource	
Improving human wellbeing Students investigate initiatives to improve human wellbeing in Australia and other countries (ACHGK081)	<i>Improving human wellbeing</i>	Once There Was a Boy by Dub Leffler	Role individuals play in improving human wellbeing. Teacher Notes: Once There Was a Boy	Nasreen's Secret School: A True Story from Afghanistan by Jeanette Winter

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