### Lesson 5: Planning and researching a journey around Australia

**Content focus:**
In this lesson students have the opportunity to plan and write about a journey of their choosing. In doing so, they have the opportunity to draw a map showing the route of their family's journey and investigate the attractions (human and natural/physical) of the places visited.

**Key inquiry questions:**
- In what ways are Australian places similar and different?
- What are the distinctive natural and human features of Australian places and environments depicted in *Are We There Yet?*

**Outcomes:**
- A student:
  - demonstrates a developing knowledge of Australia’s place geography – including the country’s important human and environmental features
  - plans and researches a journey around Australia
  - maps the planned journey
  - presents the findings of research in a pictorial report.

**Resources:**
- *Resource Sheet 1: Map of Australia*

**Lesson sequence:**
- **Step 1:** Explain to students that they have the opportunity to plan their own three-month journey around Australia. In doing so, students (working individually or in groups) need to take into account the following:
  - The journey should include at least 10–15 destinations
  - The distance travelled each day should not exceed 300–400km
  - For each destination students should research the place’s attractions, either human or natural
  - Each destination should feature a short written account of its attractions. Photographs should be included where appropriate
  - A map of Australia should be provided showing the route of the journey
- **Step 2:** Students are asked to present their research findings to the class as a pictorial report.

Note: This research-based task will take students a number of hours to complete. This can be done in-class or as a take home-based assignment.

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