

Geography Alive: Stage 2 Geography (Topic 1: Places are similar and different)

Lesson 6: Different places, different climates		
<p>Content focus:</p> <p>In this lesson, students have the opportunity to investigate the climate of a place in Australia and how this influences the character the place including its vegetation, housing and the activities people engage in. Students then have the opportunity to compare places and determine the ways in which they are similar and different.</p> <p>In this lesson there is a focus on using geographical tools including maps, statistics, column and line graphs, satellite images and photographs.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Resource Sheet 1: Darwin • Resource Sheet 2: Alice Springs • Resource Sheet 3: Cairns • Resource Sheet 4: Thredbo • Resource Sheet 5: Hobart • Resource Sheet 6: Climate regions of Australia • Worksheet 1: Outline map of Australia • Worksheet 2: Climate graph template
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • How does the climate of different part of Australia differ from the place in which you live? • What impact does climate have on the type of vegetation found in places? • How does climate affect the types of home we live in and the activities we engage in? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • recognises that climates differ from place to place • identify the type of climate found in different parts of Australia • appreciates the relationship between climate and vegetation. • understands the climate can affect the type of housing found in different places and the ways climate affects the activities of people • undertakes research to develop a profile of the place in which they live and which includes a focus on its physical setting, its climate, types of housing and the activities people engage in. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Divide the class into five groups. Assign each group one of the five place-based resource sheets. Each resource sheet features a range of information including aerial, oblique aerial and ground level photographs and the place's climate data. The information provided gives an insight into the places physical setting, its climate, types of housing and the activities people engage in. • Step 2: Ask students complete a map of Australia (Worksheet 1) marking on the location of the state and territory capitals and the location of Alice Springs, Cairns and Thredbo. Using Resource Sheet 6 as a guide mark on the climate regions of Australia. • Step 3: Ask students to complete the following tasks for their group's assigned place: <ol style="list-style-type: none"> Imagine that you are visiting the allocated place. Working as a group describe the nature of the place, its physical setting and the type of vegetation observed. Describe the type of weather being experienced at the allocated place. Graph the climate data for the allocated place. Explain how the type of housing observed provides an insight into the climate of the place. Describe the range of activities people engage in the allocated place. How are these activities influenced by climate? • Step 4: Provide the students with an opportunity to present their group's findings to the rest of the class. • Step 5: Ask students to imagine that they have to move to one of the places featured on Resource Sheets 1–5. Which one would they choose? Ask them to explain why they chose this particular place. <p>Extension task: Ask students, working in groups, to develop a Resource Sheet for the place in which they live using Resource Sheets 1–5 as a model. Satellite images and photographs can be sourced from Google Earth and the internet. The climate data can be sourced from the Bureau of Meteorology (BOM). Display the Resource Sheets on the walls of the classroom.</p>