

In the upper primary years, students can be shown examples of different approaches to sustainability. It is also possible to begin discussing more abstract ideas with them, such as the reasons behind sustainable approaches and our responsibility to others and to future generations.

Scale

The different techniques and approaches of geography require varied degrees of scale, ranging from a global study to one of a very small-scale area of the Earth's surface.

The concept of scale can be developed best by ensuring that students see geographical examples at a wide variety of scales—global, continental, national, state, regional and local. Understandings of patterns and relationships found at one scale can contribute to further understandings of geographical features at other scales.

The use of maps at many different scales is central to developing an ease with working at various scales. By the upper primary years, students should be using numerical scales on maps to measure distances. Ensure students are experienced in differentiating between large-scale and small-scale maps and are confident working with and understanding different scales.

Change

Although a spatial view is the central viewpoint of geography, it is also important to look at change over time within any geographical study. Humans cause changes in the natural environment, but it is also, on its own, in a constant state of change.

Change does not happen evenly over time or space. This causes many spatial differences, leading to different physical landscapes and human societies, and in turn the richness of geography.

Students who understand the importance of change become aware that future change is inevitable, but can be influenced by human actions.

By the upper primary years, students have seen plenty of evidence of change of all types in their local area and in other parts of the world. They are developing a 'mental time scale' and are much more aware of short- and long-term changes in living spaces, landscapes and human activities. Once they have understood past changes, challenge students to think about possible future changes.

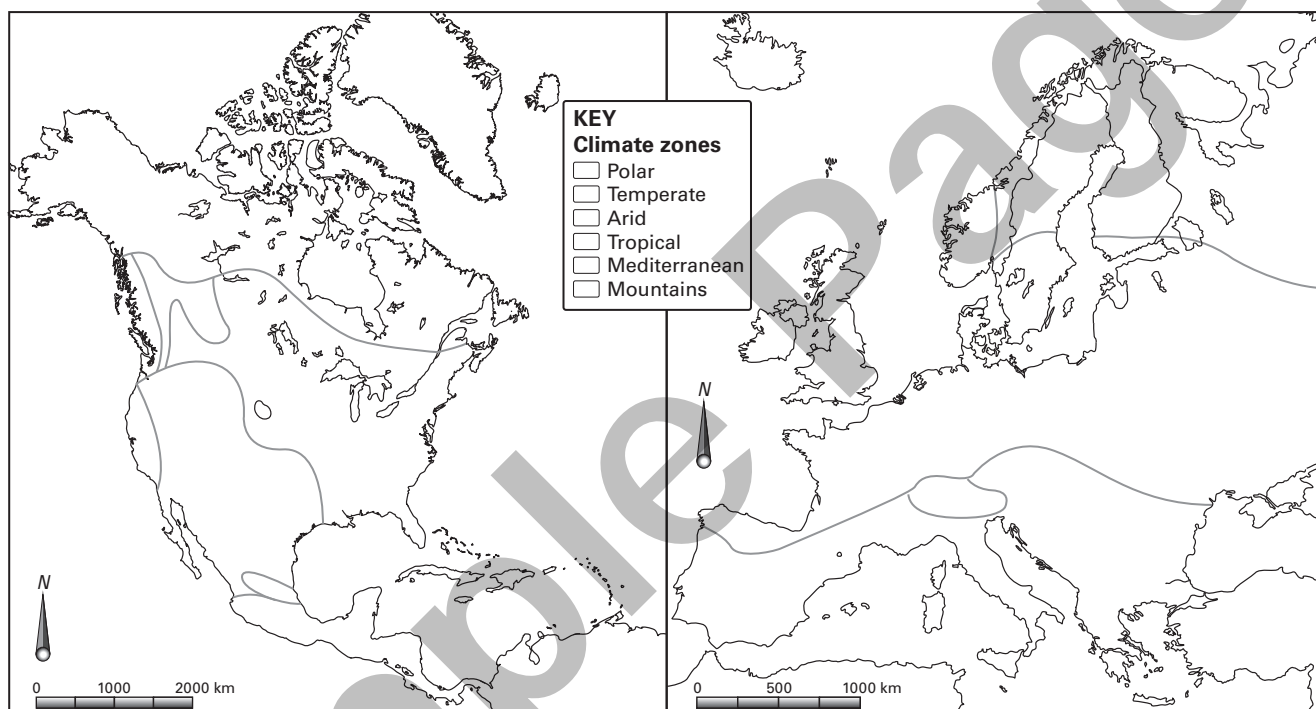


Provide students with ample opportunities to become familiar with the globe, as well as maps at different scales.

Climates of Europe and North America

Name:

1. Colour in the maps of the climates of Europe and North America. Use the same colour for each type of climate on both continents. Remember to colour it in the key for each map.



2. What is similar about the climates of both continents?

3. What is different about the climates of both continents?

Picture cards

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This chapter lists the prompts, questions and answers for the Year 5 and Year 6 picture cards.

Picture card 1	North America – The Rocky Mountains	Picture card 24	River – Mekong River Basin, South-East Asia
Picture card 2	North America – Monument Valley	Picture card 25	Incompatible land uses
Picture card 3	North America – Alaska	Picture card 26	Flood – The event
Picture card 4	North America – Coast of California	Picture card 27	Flood – The aftermath
Picture card 5	Europe – The Alps	Picture card 28	Bushfire – The event
Picture card 6	Europe – Coast of France	Picture card 29	Bushfire – The aftermath
Picture card 7	North America – Farming in the Midwest	Picture card 30	Asia – The Himalayas
Picture card 8	Europe – Fields and hedgerows in England	Picture card 31	Asia – Irrawaddy River, Myanmar
Picture card 9	Europe – Coastal city in the French Riviera	Picture card 32	Asia – Jungle vegetation, Cambodia
Picture card 10	North America – Irrigation in California	Picture card 33	Asia – Mount Fuji, Japan
Picture card 11	Europe – Vineyards along the Rhine River	Picture card 34	Asia – Halong Bay, Vietnam
Picture card 12	Australia – Urban growth	Picture card 35	Asia – Giant pandas, China
Picture card 13	Australia – Old buildings	Picture card 36	Asia – Tokyo, Japan
Picture card 14	Australia – Reclaiming the coast	Picture card 37	Asia – Mumbai, India
Picture card 15	Australia – Burning by Aboriginal Peoples	Picture card 38	Asia – Rice fields, Cambodia
Picture card 16	Harbour – San Francisco Bay	Picture card 39	Life expectancy around the world
Picture card 17	Climate – The Matterhorn, Switzerland	Picture card 40	Income around the world
Picture card 18	Coastal and relief shapes – Cinque Terra, Italy	Picture card 41	Indigenous peoples – Sami
Picture card 19	Water availability – Oasis in Morocco	Picture card 42	Indigenous peoples – Inuit
Picture card 20	River – Murray–Darling Basin, Australia	Picture card 43	Indigenous peoples – San (Bushmen)
Picture card 21	River – Yangtze River, China	Picture card 44	Religion – Buddhist monks
Picture card 22	River – Amazon River Basin, South America	Picture card 45	Disaster – Japan tsunami
Picture card 23	River – Ganges River, India	Picture card 46	Politics – Election of the president of the United States
		Picture card 47	Festivities – Chinese New Year
		Picture card 48	Aid – Australian foreign aid
		Picture card 49	Map projections – Mercator projection
		Picture card 50	Map projections – Robinson projection

Year 5

Picture card	Prompt	Questions (answers)
1 North America – The Rocky Mountains	Point out the peaks, ice and snow, the lake and the pine forest.	<ol style="list-style-type: none"> Describe the shape of the mountain peaks. (e.g. rugged, angular) What features of this landscape would make transport through it difficult? (e.g. high peaks, steep slopes, lakes, rivers, forests, ice and snow)
2 North America – Monument Valley	Point out the hard rock outcrops, the eroded rock rubble, the horizontal layers of rock and the desert vegetation.	<ol style="list-style-type: none"> What features of the the area shown in this photograph show it is a desert region? (e.g. low scattered bushes, bare rock) Draw a sketch of the area in the photograph, labelling the hard rock and the eroded rock rubble. (Answers will vary.)
3 North America – Alaska	Point out the glacier front, the falling ice, the piece of iceberg in the water, the blue colour of the ice (caused by light and small particles of silt in the ice) and the mountains.	<ol style="list-style-type: none"> What are the layers of dark material in the glacier? (rock and rubble picked up by the glacier) What effect does a glacier have on a valley as it moves slowly along it? (It erodes, widens and deepens the valley, and takes away rock.)
4 North America – Coast of California	Point out the rocky outcrops, mist or fog, and floating sea grasses and seaweeds.	<ol style="list-style-type: none"> What problems might be caused by the fog and mist? (e.g. difficult for boats to navigate) Describe the shape of the landforms in the photograph. (e.g. rugged outcrops, bare rocks at sea level, cliffs being eroded by sea)
5 Europe – The Alps	Point out the main glacier, the tributary glaciers, the snow and ice accumulation and the mountain peaks.	<ol style="list-style-type: none"> Where does the ice in glaciers come from? (accumulations of snow and ice in the upper mountains) What happens to the ice in glaciers? (It melts to form rivers, or in very cold climates, it splits into icebergs.)
6 Europe – Coast of France	Point out the cliffs, the chalk rock, the arch and rock stack, and the beach.	<ol style="list-style-type: none"> The cliffs once extended much further out before they were eroded inland by the sea. As this erosion by the sea continues, what will happen to the features visible in this photograph? (The arch will break; stack will fall; cliffs will retreat; new stacks and arches may form.) What evidence is there in the photograph that the sea is both eroding and depositing material on this coast? (e.g. rocks fallen from the cliffs; undercutting; deposited material)
7 North America – Farming in the Midwest	Point out the wheat crop, the stubble and the combine harvester. You may also wish to point out that America's First Nations peoples were the original inhabitants of this area.	<ol style="list-style-type: none"> The original vegetation of this area would have been grassland with few trees. What kind of animals would have been native to this area? (those that eat grass, called herbivores, such as bison) What changes have allowed people to farm such vast areas? (agricultural technology such as harvesters)