

## Places are Similar and Different

### Key inquiry questions

How and why are places similar and different?

How do people's perceptions about places influence their views about the protection of places?

### Geography K-10

#### Outcomes

GE2-1 examines features and characteristics of places and environments

GE2-2 describes the ways people, places and environments interact

GE2-3 examines differing perceptions about the management of places and environments

GE2-4 acquires and communicates geographical information using geographical tools for inquiry

#### Students

- investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there
- Investigate how the protection of places is influenced by people's perception of places

#### Geographical skills and tools

This series of lessons provides students with opportunities to engage with various geographical skills including collecting, comparing and analysing data. Geographical tools covered include field sketching.

#### Lesson / activity outline

When exploring Places that are Similar and Different, we sometimes forget to investigate the similarities and differences of the areas where we live and go to school. Every place has different features and characteristics which influence the way people live, manage and enjoy their environment.

Within these lessons, students assess the local environment (built or natural) around their home and their school. They assess the similarities and differences of these areas, as well as their connection to these places. Students learn about the Darug Aboriginal connections to place and consider the deep connections of Darug people to Country.

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**Required resources, equipment and technology**

- A device to access weblinks
- This sheet printed
- Lead and coloured pencils

**Weblinks utilised**

National Parks and Wildlife- Bush Resources



<https://www.youtube.com/watch?v=HmuksqZE8Qc>

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## ***Places are Similar and Different***

### **Activity 1 – Spotto – Where I Live**

Spotto is sometimes used when travelling, to spot yellow cars. This game of Spotto is a little different. In this Spotto you will need to tick items listed as you see them in your backyard, out walking with your parents or out of your window at home.

ITEM	TALLY
A road sign. For example 	
Round-abouts	
Sets of traffic lights	
Cars	
Schools	
Big trees	
 A farm	
Creeks or other types of water	
Birds	
Butterflies	
Clouds	
People	
Dogs	
Flowers	

What did you see the most?

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What was your favourite thing? Why?

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**Activity 2 – Sketch – What can I see from my place?**

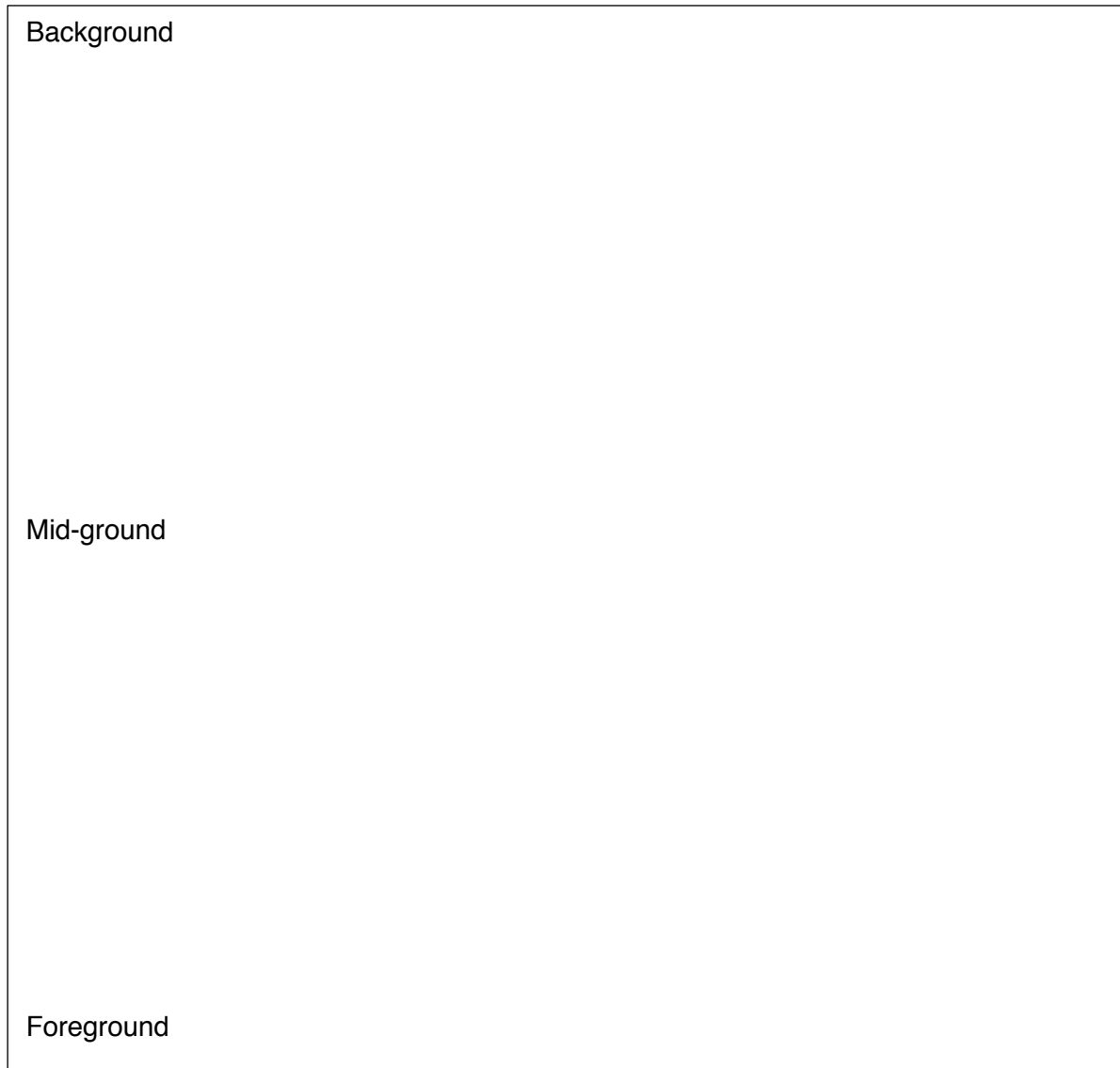
What is in the far background? \_\_\_\_\_

What is in the mid-ground (middle)? \_\_\_\_\_

What is in the foreground (front)? \_\_\_\_\_

Label your sketch using words that describe what you are seeing. E.g A big, blue house.

Background
Mid-ground
Foreground



**Activity 3 – Sketch – What would I see if I was at school?**

What is in the far background? \_\_\_\_\_

What is in the mid-ground (middle)? \_\_\_\_\_

What is in the foreground (front)? \_\_\_\_\_

Label your sketch using words that describe what you are seeing. E.g A big, blue house.

Background	
Mid-ground	
Foreground	

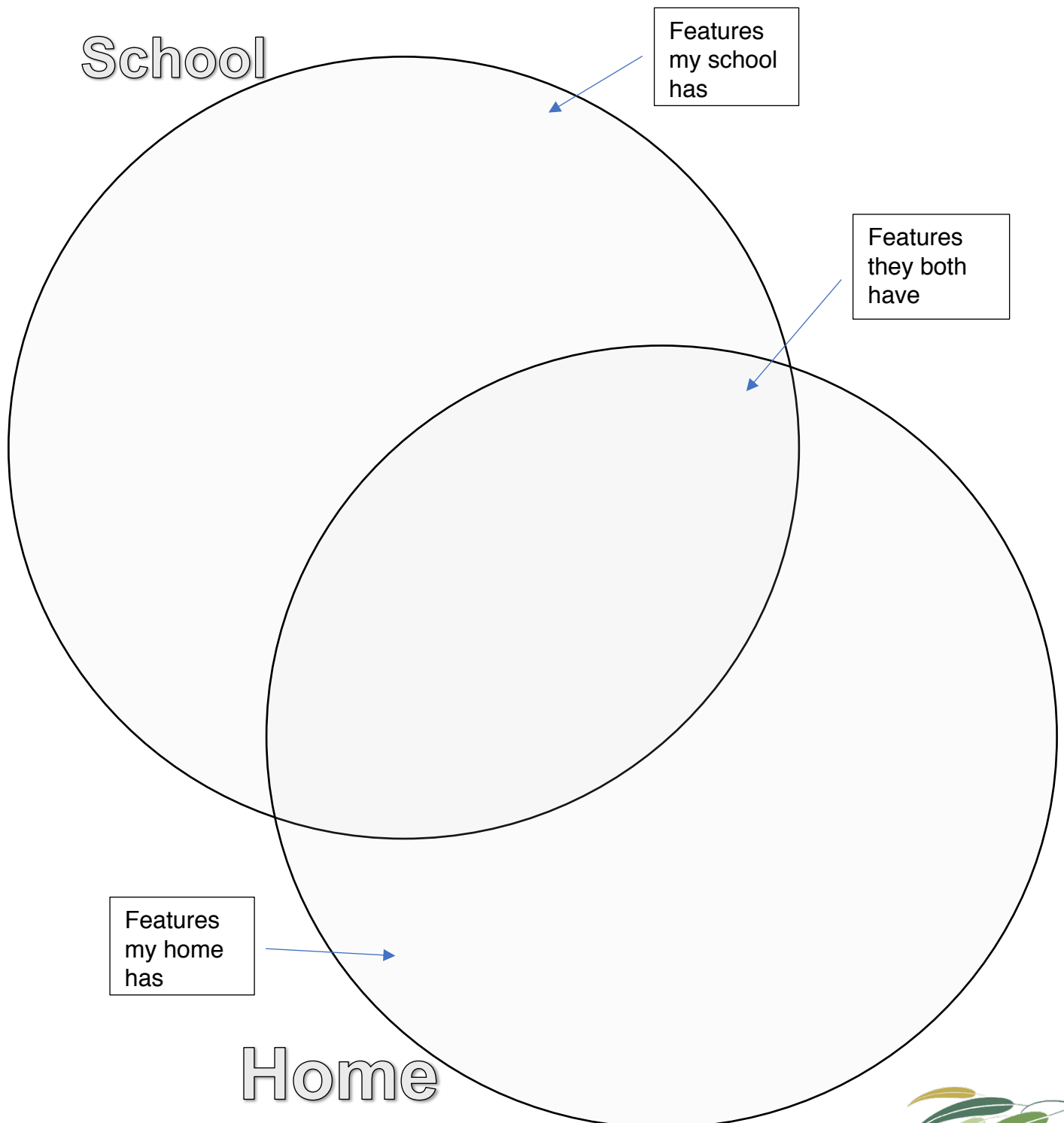


The things I like best about where I live are: (draw or write)

The things I like best about my school are: (draw or write)

## Activity 4 – Similarities and differences between home and school

Schools and homes are usually very different, but at the moment they have a lot more in common than usual. Can you fill out the diagram to show things that are just for home, things just for school and things that they share? An example might be trees, concrete, etc.





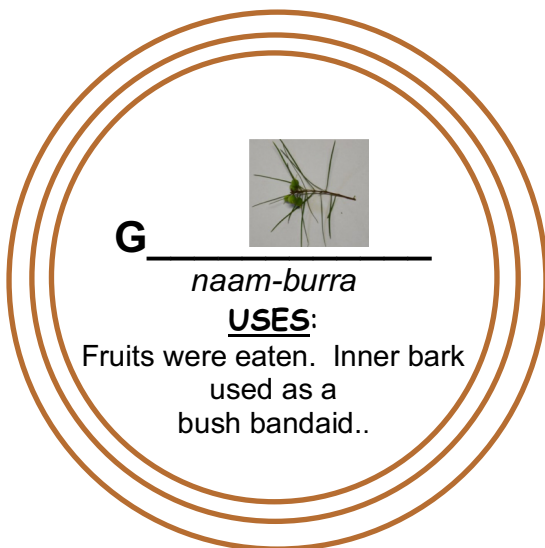
**Activity 5 – Aboriginal Connection to Place**


This is an aerial map of Brewongle. This is where the Boorooberongal clan of the Darug people used to live.

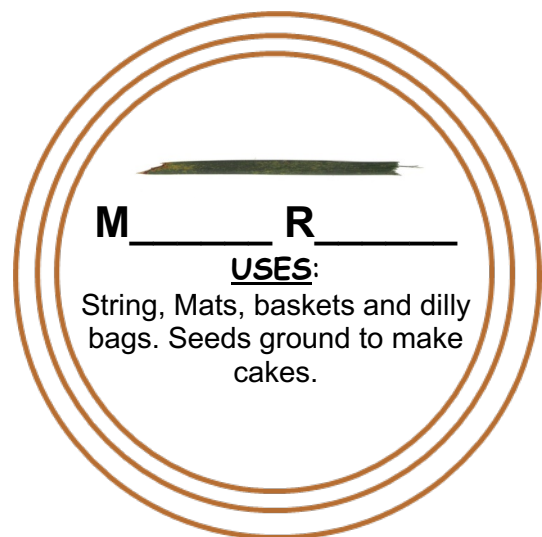
The Aboriginal people here and all over Australia relied on their place to provide food and medicine. They were deeply connected to their place. Aboriginal people are *custodians* of their Country, which means they see their role as looking after the environment.



Watch the following YouTube clip and listen to Chris Tobin, a National Parks Ranger from the Blue Mountains talk about two types of bush resources.

<https://www.youtube.com/watch?v=HmuksqZE8Qc>



**G**   
naam-burra  
**USES:**  
 Fruits were eaten. Inner bark used as a bush bandaid..



**M**  **R**   
**USES:**  
 String, Mats, baskets and dilly bags. Seeds ground to make cakes.

The land has always been very important to the Aboriginal people. Give 2 reasons why you think this is.

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