

Name:.....

Class: .....

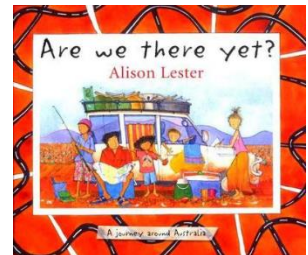
# Places are similar and different

## Are we there yet?

*When exploring places that are similar and different, we sometimes forget to investigate the similarities and differences of the areas very close to where we live. Western Sydney is a place which has many different features and characteristics which influence the way people live, manage and enjoy their environment.*

### 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?



### Health and Safety Issues

As you are working out in the field you need to be aware that:

- Ground material is often covered in moss and can be very slippery.
- Vines and dense undergrowth can trip.
- Fallen trees can be rotten and weak.
- Some animals can deliver painful or venomous bites.
- On slopes, rocks can be easily dislodged.

### Outcomes

- examines features and characteristics of places and environments GE2-1
- describes the ways people, places and environments interact GE2-2
- examines differing perceptions about the management of places and environments GE2-3
- acquires and communicates geographical information using geographical tools for inquiry GE2-4

## Pre-visit activities

Read or watch a video reading of the book *Are we there yet* by Alison Lester and complete the following questions:

1. What did Grace live in for three months during her trip around Australia?

.....

2. Describe ONE interesting place that Grace visited during her trip around Australia.

.....

.....

.....

3. How is this place similar or different to where you live?

.....

.....

.....

4. Grace and her family visit all the states and territories of Australia. They visit every capital city except Adelaide. Can you name all the state and territory capital cities?

i) New South Wales .....

ii) Victoria .....

iii) Queensland .....

iv) South Australia .....

v) Western Australia .....

vi) Tasmania .....

vii) Northern Territory .....

viii) Australian Capital Territory .....

Complete the following activities using Google Maps. <https://www.google.com/maps>

1. Type in your school name into the search bar of Google Maps.
2. Click on the satellite feature in the bottom left of the page.
3. Describe the human and natural features that you can see around your school.

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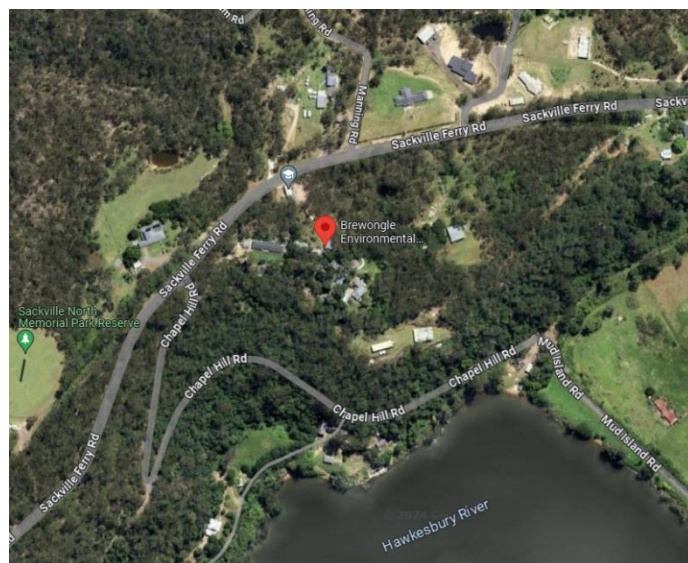
4. Type Brewongle Environmental Education Centre into the search bar of Google Maps.
5. Describe the human and natural features that you can see around Brewongle.

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.....



## Activity 1 – Bush resources walk

1 - wargul

**B** \_\_\_\_\_ **R** \_\_\_\_\_  
*baraba*

**USES:**  
Roots were roasted and eaten.  
Leaves for weaving.

2 - bulla

**S** \_\_\_\_\_ **F** \_\_\_\_\_  
*ulowang*

**USES:**  
Sandpaper. Sap used for wounds. Purple fruit was eaten.

3 - bulla wargul

**P** \_\_\_\_\_ **J** \_\_\_\_\_ **F** \_\_\_\_\_  
*damun*

**USES:**  
Food, weapons and twine  
Figs were eaten.

4 - bulla bulla

**G** \_\_\_\_\_ **G** \_\_\_\_\_  
*maandowie*

**USES:**  
Animals that inhabited these trees were used for meat and fur.

5 - dhamara

**G** \_\_\_\_\_  
*naam-burra*

**USES:**  
Fruits were eaten. Inner bark used as a bush bandaid.

6 - dhamara wargul

**M** \_\_\_\_\_ **R** \_\_\_\_\_

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

7 - dhamara bulla

**K** \_\_\_\_\_ **G** \_\_\_\_\_  
*durawi*

**USES:**  
Seeds used for grain and to make bread, kangaroo food

8 - dhamara bulla wargul

**S** \_\_\_\_\_ **B** \_\_\_\_\_  
*buran*

**USES:**  
Canoes, huts, shields and coolamons and string rolled from bark

9 - dhamara bulla bulla

**S** \_\_\_\_\_  
**G** \_\_\_\_\_ **W** \_\_\_\_\_

*wattungle*  
**USES:**  
Fish poison, antiseptic lotion. Weapon, tools and coolamons.

At the end of the bush resources walk, complete the following passage using the words provided in the word bank.

**Word bank:**

survive	resources	Country
medicine	protect	

\_\_\_\_\_ is the word used by Aboriginal peoples to describe the land, plants, animals, waterways, seas and sky.

Country provides food to eat, warmth, \_\_\_\_\_ when we are sick and shelter. These are all things that we need to \_\_\_\_\_.

Aboriginal and Torres Strait Islander peoples understand how important it is to \_\_\_\_\_ Country and to care for it. If we do not do this, people in the future may not have access to the \_\_\_\_\_ we have today.



## Activity 2 – Micro-climate testing

Ridge-Top	
<b>Observations</b> (What can you see?)	
<b>Trees</b>	None <input type="checkbox"/> Some <input type="checkbox"/> Lots <input type="checkbox"/>
<b>Shrubs</b>	None <input type="checkbox"/> Some <input type="checkbox"/> Lots <input type="checkbox"/>
<b>Grass</b>	None <input type="checkbox"/> Some <input type="checkbox"/> Lots <input type="checkbox"/>
<b>Slope</b>	Flat <input type="checkbox"/> Gentle <input type="checkbox"/> Steep <input type="checkbox"/>
Test	Result
<b>Temperature</b> How hot or cold is it?	°C
<b>Canopy Density</b> How much do leaves block out the sky?	%
<b>Light</b> How sunny or shady is it?	Lux

Gully	
<b>Observations</b> (What can you see?)	
<b>Trees</b>	None <input type="checkbox"/> Some <input type="checkbox"/> Lots <input type="checkbox"/>
<b>Shrubs</b>	None <input type="checkbox"/> Some <input type="checkbox"/> Lots <input type="checkbox"/>
<b>Grass</b>	None <input type="checkbox"/> Some <input type="checkbox"/> Lots <input type="checkbox"/>
<b>Slope</b>	Flat <input type="checkbox"/> Gentle <input type="checkbox"/> Steep <input type="checkbox"/>
Test	Result
<b>Temperature</b> How hot or cold is it?	°C
<b>Canopy Density</b> How much do leaves block out the sky?	%
<b>Light</b> How sunny or shady is it?	Lux

## Activity 3 – Field sketch and mapping

Complete a field sketch of the Hawkesbury River from Brewongle using the step-by-step guide below.

1. What can you see in the foreground of your view? .....
2. What can you see in the middle ground of your view? .....
3. What can you see in the background of your view? .....
4. Now draw your field sketch starting with the foreground, then middle ground, then background.
5. Label the main features of your field sketch. E.g. The sky, bushland, river, sandstone house, cleared land, houses.



Record the similarities and differences between your school and Brewongle using the map provided by your Brewongle teacher.

