

Australia – Developed Country: Unit 14

Class: Teacher:		Study Title: Australia – Developed Country		ES Outcome	Pe
Term:		Date:		Duration:	
Knowledge and Understanding Attainment Targets Level D		Learning Outcomes for: Australia – Developed Country		Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment sequence if not written in order)	
<ul style="list-style-type: none"> For a selected land use change or industrial process, describe possible effects, good and bad, on the landscape/environment, eg tropical forest clearance, improvement of derelict land for leisure use – D. Describe some methods used and reasons for conserving major resources, eg fish, energy, forests – D. For a developing and a developed country describe the main features of economic life and how they are changing, eg farming, industry, transport, cities – D. Identify and describe a range of physical features found outwith Scotland – D. 		<ul style="list-style-type: none"> To be able to describe the main physical features of the country. To be able to describe land use in terms of farming, forestry, industry, cities, leisure and transport. To understand the environmental issues pertinent to the country – pollution, forest clearance, effects of mining on the landscape, etc. To understand the need for careful management of conservation areas, eg tropical forests. 			

Australia – Developed Country Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample of teacher observation record to be kept in folio as evidence)
<p>Language Reading for information/research, writing functional reports related to research, presenting information to the class, stories of Aborigines, myths, legends</p> <p>RE Study of natural world, other world views of creation (eg Aborigines)</p> <p>Music Aboriginal music – listen to and create your own, with percussion Waltzing Matilda – song</p> <p>Art Aboriginal patterns, designs, bead work, collage</p> <p>Maths/ICT Spreadsheets/graphs and databases looking at weather, population, land use, etc</p> <p>Mapwork Climatic zones, physical features, states</p> <p>People in the Past Link to Highland Clearances/emigration/heritage</p> <p>ICT Link to a school in Australia www.wotw.org.uk/australia</p> <p>Enterprise Collect information about Australia from travel agencies, internet, reference books, Australia Consulate, videos, etc and put all collated information together in the form of a travel guide to Australia. A CD-ROM about Australia could be made to sell to other schools and outside agencies (with the support of an ICT officer). An Australian day could be organised by the children and they could raise funds by inviting along the local community. The children could do an Australian-based assembly and invite along Australian guests and people who have visited Australia. The children could make an Australian recipe book.</p>		
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, project diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Activities to Match Units

Australia – A Developed Country (Level D)

Concept map/discussion of Australia – what do they know already? Flag/continent/member of the Commonwealth/sports/weather.

Make a key facts web of Australia – research – capital, area, population, resources, products, highest mountain, environmental problems, longest r

Maps of Australia showing states/territories, rivers, lakes, mountains, deserts, rainforests, coral reef areas, main cities/towns, etc.

Map showing the range of different climate zones across Australia – drought areas/monsoon.

As a class decide on key questions to find out about the landscape of Australia – research.

From this model of research the children can work in groups to find out about different aspects of Australian life and present their findings to the c
presentation, eg weather and climate, natural resources, daily life, food and farming, trade and industry, transport, the environment.

Discuss the history of Australia – including Captain Cook/arrival of convicts and the effects of immigration on the Aborigines along with the indu
mining, large-scale sheep farming and tourism – what impact have these changes had on the present landscape/the Aborigine people?

Make posters to explain some of the unique features of Australian wildlife/their lifestyles and conservation policies.

What I have learned about Australia

Climate	
Landscape	
Industry	
Farming	
Everyday life	
Conservation issues	
Other	

4 Australia has many unusual plants and animals living in a range of habitats such as desert, rain forest, Using the headings below choose two habitats and name some of the living things you might find and the areas they live in.

Habitat 1 _____

Living things

Conservation issues

Habitat 1 _____

Living things

Conservation issues

People and Place			Developed Country Australia
	ISBN	Author	Title
	1855618311	Allison, Robert	Country Fact Files – Australia
*	0750215003	Butterfield, Moira Cooper, Rod Darlan-Smith, Kate Darlan-Smith, Kate Foote, Heather	Who am I? Journey Through Australia Australia and Oceania Australian Outback Focus on Australia
*	9812049207	Griffiths, Diana	Festivals of the World – Australia
*	1841380172	Hatt, Christine	World Cities – Sydney
*	0750202602	Inkster, Geoff	Canberra
	0750215976	Kelly, Andrew	Countries of the World Australia
	0750203714	Lowe, David	Modern Industrial World – Australia
	0431028869	Nile, Dr Richard	Australian Aborigines
*	0431083738	Ollason, Robert J	Penguin Parade
		Robinson, Claire	Really Wild – Crocodile
		Royston, Angela	Life Cycles of a Kangaroo

