

# Connections

## Our Island Home



### Years 3 & 4

Your students will be engaged in the connections of the Geographical world as they learn about different environments, climate zones and natural vegetation. They will learn about Australia's neighbouring countries and about changes caused by adding and removing heat, and heat conductivity. Your students will work in groups as they consider the location, climate, and values of their own artificial island nation.

### Rationale

We can use knowledge about how places, people and environments are connected to navigate our world.

### Essential questions

- Why is heat important for life on Earth?
- What is it like to live in different places on Earth?
- How do we use information technology and maps to learn about the world?

### Glossary

anthem, climate, coat of arms, conductivity, coordinates, equator, equidistant, freezing, humour, impulsivity, latitude, liquid, longitude, melting, North Pole, polar, revolution, solid, South Pole, temperate zone, thermometer, tilt, tropics, vegetation

### Rich assessment task

Your students will work in groups to plan a new island nation. They will consider climate as they select a location on Earth, and record the average temperature and rainfall of a nearby city. Your students will consider the use of symbols as they draw a map of their island. They will also design a flag and a coat of arms, and write a national anthem for their nation. They will present their project to other students in their class.

### Future action

Students will be able to identify connections between themselves and other people, places and environments in their lives. They will be able to locate Australia's neighbouring countries and be able to contribute to conversations about what life may be like in these places. Students will build on their understanding of the geography of Australia and its position in the world, as they navigate information technology and cartographic tools and resources.