

Geography

Year 3

WORK SAMPLE PORTFOLIO

The 2013 portfolios are a resource to support teachers in the planning and implementation of the Foundation to Year 10 Australian Curriculum: Geography. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard.

Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 3 Geography

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1	Mapping – Australia and its neighbours
Sample 2	Mapping – Climate types of Australia
Sample 3	Guided investigation – Similarities and differences between places
Sample 4	Mapping – What is on my island?
Sample 5	Inquiry – How does the community use Ridley Place?
Sample 6	Letter – Save our bushland

This portfolio of student work shows that the student can describe the characteristics of different places (WS2) at the local scale (WS5) and identify and describe similarities and differences between the characteristics of places in neighbouring countries (WS2, WS3). The student identifies the interconnections between people and places (WS2, WS5) and describes the location of New Zealand and the Solomon Islands and the distribution of features of places (WS3). The student recognises that people have different perceptions of places and how this influences views on the protection of places (WS6).

The student's work shows an ability to pose simple geographical questions and collect information from different sources to answer these questions (WS3, WS5). The student represents data in tables and simple graphs and the location of places and their characteristics on labelled maps (WS5) that use the cartographic conventions of legend, title, and north point (WS1, WS2, WS4). The student describes the location of distant and hypothetical places (WS3) and their features using simple grid references (WS2, WS4) and cardinal compass points (WS3). The student interprets geographical data (WS5) to describe distributions and draw conclusions (WS3) and presents findings using simple geographical terminology in a range of texts (WS3, WS5). The student suggests action in response to the geographical challenge of rezoning for housing development (WS6).

Geography

Year 3

Mapping – Australia and its neighbours

Relevant part of the achievement standard

By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.

Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

Summary of task

As an introductory activity in the use of world globes, maps, and digital applications such as Google Earth, students were asked to correctly label outline maps to show:

- the major natural features of Australia
- the states, territories and capital cities of Australia
- the location of Australia's neighbouring countries including:
 - Indonesia
 - Papua New Guinea
 - Timor-Leste
 - New Zealand
 - The Solomon Islands
 - Fiji
 - New Caledonia.

Geography

Year 3

Mapping – Australia and its neighbours



Annotations

Locates and labels the states and territories and capital cities of Australia on a map.

Locates features of Australia on a map.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

Geography

Year 3

Mapping – Australia and its neighbours



Annotations

Locates Australia's near neighbours on a map and uses the cartographic conventions of title and north point.

Acknowledgement

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Geography

Year 3

Mapping – Climate types of Australia

Relevant part of the achievement standard

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Summary of task

Students were introduced to the different climate types that exist throughout the world and in particular Australia. Following this introduction students were asked to:

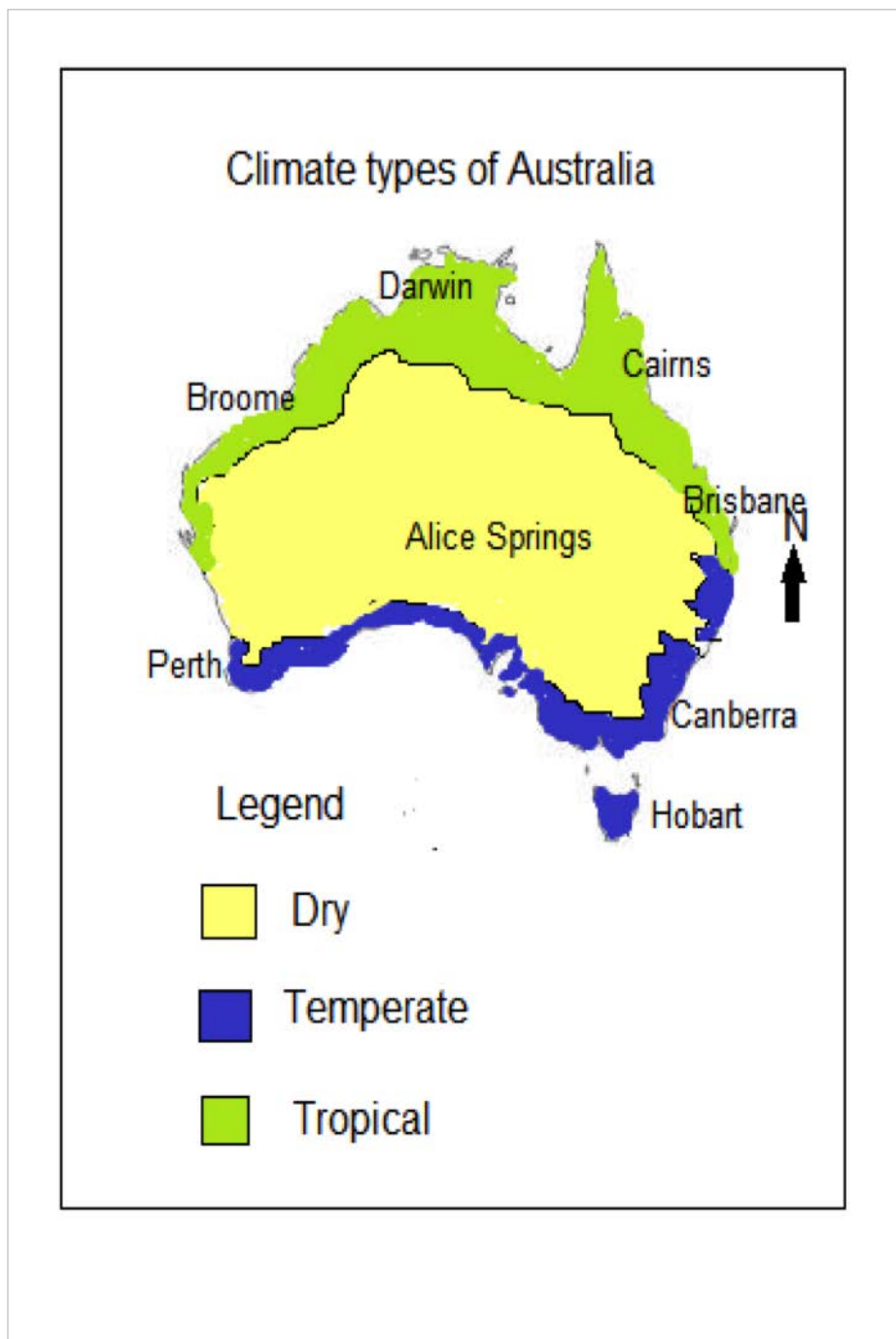
- use ICTs to construct a map showing the distribution of climate types in Australia
- identify at least one place within each climate type and label these on their map
- write a short paragraph on what it would be like to live in a climate that is different from their own.

Students completed this task in class time and were given access to computers.

Geography

Year 3

Mapping – Climate types of Australia



Annotations

Identifies the major climate types of Australia.

Constructs a map that conforms to the conventions of legend, title and north point.

Represents the distribution of climate types on a labelled map.

Identifies places that are located in each climate type.

Acknowledgement

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Geography

Year 3

Mapping – Climate types of Australia

What would it be like to live in Cairns?

It would be very different from where I live. The climate there is tropical so the summers are VERY hot and there is lots of rainfall in the summer. There is no winter and eh temperature is about 30⁰C all year. The plants there grow really BIG and there are rainforests. Where I live we have forests and pretty flowers.

If I lived in Cairns, I would have to play indoor cricket because it is too hot to play real cricket in the summer. But I could visit the Great Barrier Reef.

Annotations

Describes the natural characteristics of Cairns (temperature, rainfall, flora, and reef).

Responds to a simple geographical question and uses information previously gathered to answer it.

Identifies differences in the characteristics of places.

Identifies the relationship between people and places by imagining what it would be like to live in a place with a different climate.

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Geography

Year 3

Guided investigation – Similarities and differences between places

Relevant part of the achievement standard

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Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

Summary of task

Students were provided with climate graphs of the following:

- Jakarta
- Port Moresby
- Wellington
- Honiara
- Dili

They were then asked to:

- choose two places to investigate from the list above
- interpret both the climate graph and a map of the Asia Pacific region in order to answer questions in the worksheet
- develop at least three geographical questions about the countries of the places they examined
- conduct research to answer these questions and record their answers on the worksheet provided
- represent their findings in a Venn diagram to show similarities and differences between their selected countries
- write a paragraph explaining these similarities and differences.

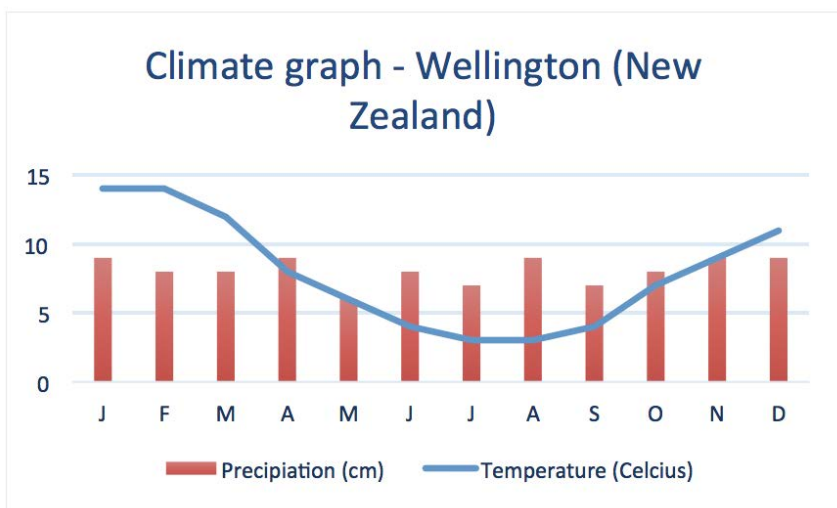
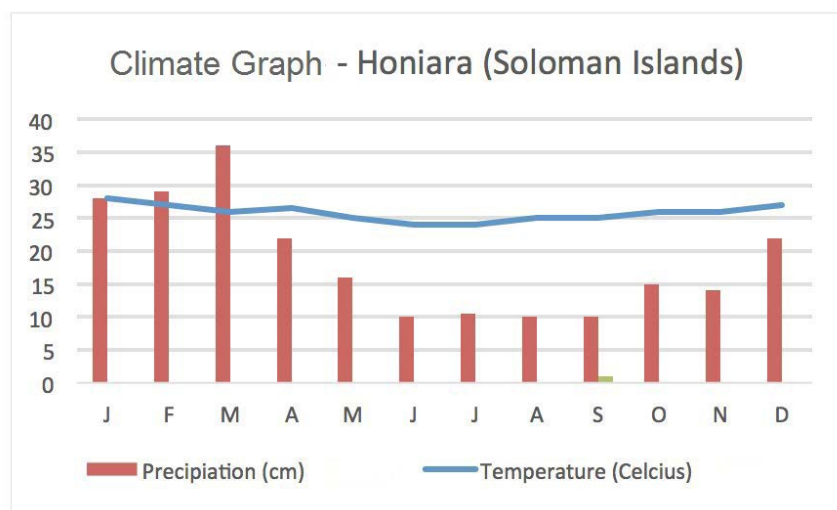
Geography

Year 3

Guided investigation – Similarities and differences between places

Annotations

Climate graphs provided to students (precipitation graphed in cms)



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Geography

Year 3

Guided investigation – Similarities and differences between places

	Place 1	Place 2
Questions	Honiara	Wellington
Where is the place located in relation to Australia?	North East	South East
Where is the place located in relation to the Tropic of Capricorn?	North	South
Where is the place located in relation to the Equator?	Just south	Far South
What is the hottest month?	January	January
What is the average temperature in the hottest month?	28°C	15°C
What is the coldest month?	July/August	July/August
What is the average temperature in the coldest month?	24°C	3°C
What is the wettest month?	March	January, August
What is the driest month?	June-September	May
What is the average rainfall of the wettest month?	35 cm	9 cm
What is the average rainfall of the ^{driest} coldest month?	10 cm	6 cm

Annotations

Uses cardinal compass points to describe the location of places in relation to Australia, the Tropic of Capricorn and the Equator.

Interprets climate graphs to identify temperature and rainfall patterns.

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Geography

Year 3

Guided investigation – Similarities and differences between places

	Country 1	Country 2
Your questions to investigate	Solomon Islands	New Zealand
What are the major natural features?	1000 Islands Mountains coastline volcanoes	2 main islands mountains and snowfields coastline volcanoes
What is the population and where are they from?	450,000 Melanesian (94.5%) Polynesian (3.1%)	4,029,000 Mostly European (79.9%) Maori - 14.6%
Where do the people live?	19% of people live in the cities. The rest live in villages	84% of people live in cities
What are the natural disasters?	Earthquakes Volcanoes Tsunamis	Earthquakes Volcanoes
What languages do they speak?	67 different languages	Mostly English

Annotations

Poses geographical questions to investigate.

Collects and records geographical information from sources to answer questions.

Describes population distribution of different places.

Describes the characteristics of places in other countries.

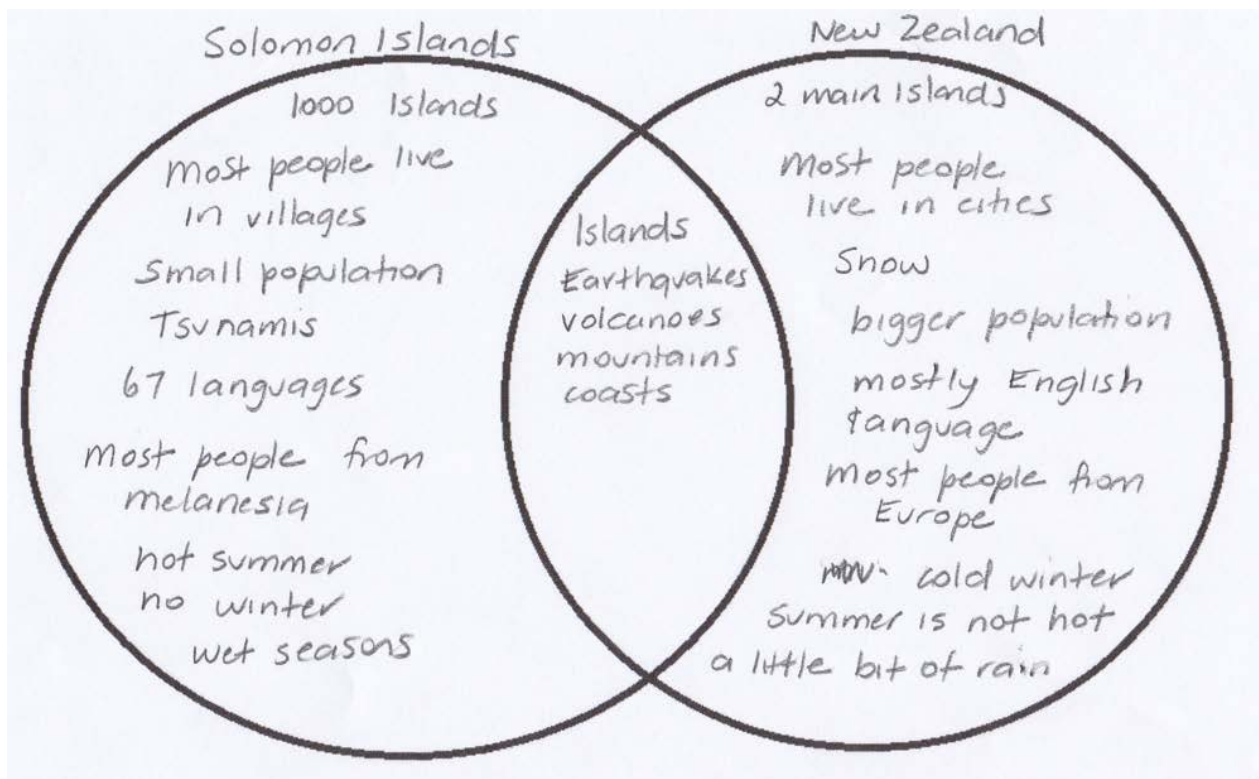
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Geography

Year 3

Guided investigation – Similarities and differences between places



Annotations

Identifies similarities and differences between the characteristics of the Solomon Islands and New Zealand including population statistics, population distribution, climate, landforms and natural disasters.

Uses a Venn diagram to identify similarities and differences between places.

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Geography

Year 3

Guided investigation – Similarities and differences between places

New Zealand and the Solomon Islands are both Islands close to Australia. New Zealand is colder because it is a long way south of the Tropic of Capricorn. It rains more in the Solomon Islands and it is hotter because it is just south of the equator. New Zealand has a temperate climate. The Solomon Islands have a tropical climate. That is why they are different. They are the same because they are both Islands with lots of mountains.

Annotations

Provides reasons for the similarities and differences between the characteristics of different places.

Interprets geographical information and data from a range of sources to draw conclusions.

Annotations (Overview)

The student has demonstrated an understanding of how places are both similar and different. The student has used a range of forms to communicate their findings.

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Geography

Year 3

Mapping – What is on my island?

Relevant part of the achievement standard

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Summary of task

Students had finished a unit on mapping that involved exploration of a range of maps with interactive whiteboard activities, atlases and games such as Battleship.

Students were given grid references linked to entry and exit points of location. From the information given, they had to draw a map of a place, identify the features of this place and write directions for the location of these features.

Geography

Year 3

Mapping – What is on my island?



Annotations

Draws a map using cartographic conventions of legend, title and north point.

Represents the location of features on a map.

Constructs a legend with symbols to show the location of natural and human features on the island.

Uses grid references to describe the location of features.

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Geography

Year 3

Inquiry – How does the community use Ridley Place?

Relevant part of the achievement standard

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Summary of task

In preparation for an excursion to Ridley Place and as part of scaffolding the inquiry process, students collaboratively posed the following geographical question to investigate:

How does the community use Ridley Place?

Prior to the excursion, students were asked to:

- find the location of Ridley Place (Township, Shire, Streets)
- decide what things they would need to find out during the excursion (individually and as a class)
- decide what questions they would need answered (individually and as a class).

During the excursion, students were asked to:

- observe the features of Ridley Park and record their location on a map
- observe the name of the shopping centre close by
- survey people in the park to find out why they visit the park.

Following the excursion, students were asked to:

- add the features they observed on a map of Ridley place and develop a legend
- collate the data they gathered from surveys and present it in a graph
- complete a Cloze exercise in a brochure format to communicate their findings.

Geography

Year 3

Inquiry – How does the community use Ridley Place?

Annotations

How is Ridley Place used by the
community?

PLANNING

1. What things do you need to find out to do this investigation?

My ideas	Class ideas
How long has it been a park? How long has there been a toilet or playground? What is it? What hazards?	Where is it? How to get there? What can you do there? What is there? (natural + man made) What is the community? How big is it?

Identifies information that could be collected to answer the inquiry question.

2. What questions could you use to help you with this investigation?

My ideas	Class ideas
Do they have community events? Do people walk there dogs there? Can you go there at any time? Is it a private property? Do you have to be a certain age to get in? Can you eat there? Can you play there?	Can you play games? Does it have a playground? Can you cook there? Are there animals? Do you have to pay? Is it used for visitors? Can you have an event? Can you sleep there? Are there things that you can use? Do you have to be careful there? Is there a place of worship? Can you do physical activities? Is there shelter? Are there toilets there? Can you camp there? Are there rules?

Develops a number of questions to guide the inquiry.

Uses a table to organise questions.

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Geography

Year 3

Inquiry – How does the community use Ridley Place?

Annotations

Identifies different kinds of features in the park and locates them on a map.

Our Visit to Ridley Place



While we are visiting Ridley Place there are several features you must look out for and plot on your map. Construct a key to assist you. Use the street names as reference points.

fence *		BBQ area *		playground		carpark	
gazebo *		cars		trees		boat ramp	
rubbish bins *		pathways		signs		toilets *	
petrol station		grassed area		boats		exercise equipment	
gardens				estuary			

Can you find any errors on the map?

Creates symbols to indicate different features in the park.

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Geography

Year 3

Inquiry – How does the community use Ridley Place?

Annotations

Collects information from surveys to answer the inquiry question.

Records data from surveys in a table.



Constructs a simple column graph to represent data from surveys.

Acknowledgement

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Geography

Year 3

Inquiry – How does the community use Ridley Place?

Location

Ridley Place is located in the township of Australind in the Shire of Harvey.


Ridley Place is situated between the Leschenault Estuary and Old Coast Road.

It is near the Australind Shopping Centre.


It has many built features such as a playground, grassed area and Exercise Equipment that people can enjoy. There are also some natural features such as a garden, and seeds and a toad.

When you visit Ridley Place you can

- ☉ celebrate weddings.
- ☉ have picnics.
- ☉ play on the grassed area.
- ☉ to play on the playground!



A Map of the Ridley Place



Annotations

Uses data collected to draw conclusions on what people can do at Ridley Place.

Describes the exact location of Ridley Place and the township and Shire in which it is located.

Describes the location of Ridley Place in relation to another place (the shopping centre).

Identifies some constructed and natural features of Ridley Place.

Communicates findings using pictures, a map, illustrations and text in the form of a brochure.

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Geography

Year 3

Letter – Save our bushland

Relevant part of the achievement standard

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Summary of task

Students were escorted on a walk to bushland near the school that was soon going to be subdivided for a new housing development. As a class, students discussed the different views about this development and were asked to think about their feelings regarding the development.

Students had also been learning about how individuals and communities can voice their opinions about local issues through social media and newspapers. As part of this learning, they were introduced to writing letters to the editor of a newspaper. In this task, they were asked to write a letter to the editor that:

- voiced their opinion on whether the housing development should go ahead
- considered the views of other people
- provided reasons for their opinion
- proposed alternative action that would satisfy everyone.

The letter was completed in class time and students were given access to computers.

Geography

Year 3

Letter – Save our bushland

Dear Editor

I would like to you stop the housing development on Barkley Road.

I know that builders want to build houses for money. I know that we need more houses. But the bush at the end of the road is the home of many animals. I have seen wallabies and possums and goannas there. If you build houses, the animals will have nowhere to live.

Me and my friends play in the bush. If you build houses, the big trees will be cut down and we will have nowhere to play.

I think we should find another place to build houses. This place should not be natural bush, but land that has nothing on it.

Please stop the bush from being cut down for houses. We need to protect the homes of our animals.

Yours sincerely

Annotations

Identifies the different views that people have of places, including their own and the view of developers.

Provides reasons for the protection of places (to preserve the habitat of animals, natural vegetation and enjoyment of the environment by people).

Suggests action that could be taken to preserve the natural environment and meet the needs of the developers and the community.

Acknowledgement

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