

Content descriptors

Geographical Knowledge
and Understanding

(ACHGK043)
(ACHGK044)
(ACHGK045)
(ACHGK046)
(ACHGK047)

AUSTRALIAN CURRICULUM

YEAR 7 GEOGRAPHY: PLACE AND LIVEABILITY

Vocabulary activities – worksheets – interactive
notebook foldable – suggested activities – resource list

TABLE OF CONTENTS

resource	page
Vocabulary activities: <ul style="list-style-type: none">• Key terms word list (4 to a page)• Place and liveability key terms worksheet (ideal for homework)	3 4
Significant places in my world worksheet	5
Liveability foldable	6
Belonging to country worksheet	7
Enhancing liveability annotation task (4 image options) <i>Can be used to group students for small group discussion activity.</i>	8 - 11
Suggested 'hands on activities'	12
Additional resources	13

PLACE AND LIVEABILITY

KEY TERMS

- place
- liveability
- liveable city
- distribution
- demographic
- built environment
- urban
- regional
- rural
- remote
- location
- coastal
- hinterland
- push factors
- pull factors
- urban decay
- tree change
- sea change
- population density
- Infrastructure
- community
- global citizen
-
-
-
-

PLACE AND LIVEABILITY

KEY TERMS

- place
- liveability
- liveable city
- distribution
- demographic
- built environment
- urban
- regional
- rural
- remote
- location
- coastal
- hinterland
- push factors
- pull factors
- urban decay
- tree change
- sea change
- population density
- Infrastructure
- community
- global citizen
-
-
-
-

PLACE AND LIVEABILITY

KEY TERMS

- place
- liveability
- liveable city
- distribution
- demographic
- built environment
- urban
- regional
- rural
- remote
- location
- coastal
- hinterland
- push factors
- pull factors
- urban decay
- tree change
- sea change
- population density
- Infrastructure
- community
- global citizen
-
-
-
-

PLACE AND LIVEABILITY

KEY TERMS

- place
- liveability
- liveable city
- distribution
- demographic
- built environment
- urban
- regional
- rural
- remote
- location
- coastal
- hinterland
- push factors
- pull factors
- urban decay
- tree change
- sea change
- population density
- Infrastructure
- community
- global citizen
-
-
-
-

PLACE AND LIVEABILITY KEY TERMS WORKSHEET

Task 1 – Define each key term from your word list in the space below, making sure you find the appropriate geography based definition. Secondly, use each term in a sentence which relates to the topic of ‘Place and Liveability’.

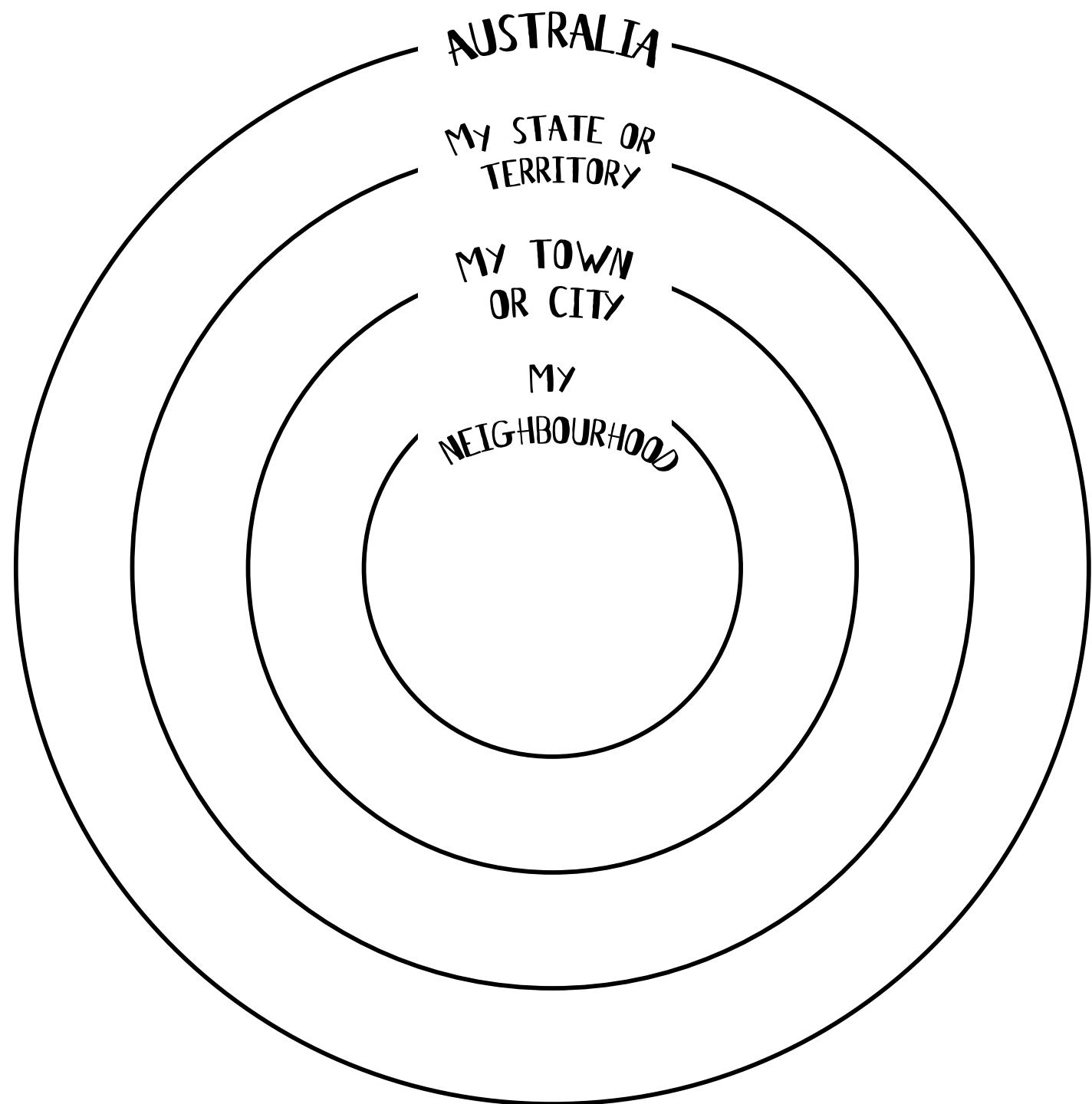
TERM	DEFINITION	SENTENCE
Place		
Liveability		
Urban		
Regional		
Rural		
Remote		

Task 2 – Complete **two** of the following tasks from the list below. You will need to print these once completed or share a digital copy.

- Create a word cloud of key terms related to this topic on <https://wordart.com/>
- Watch the following clip: <http://splash.abc.net.au/home#!/media/2530638/what-do-urban-planners-do->. After viewing explain how the role of an architect and urban planner are different in a short 4-5 sentence paragraph.
- Select three terms not listed in the table above and create lists of synonyms and antonyms.
- Create a image either by hand or digitally which shows the difference between urban and rural communities.
- Create a geography themed acrostic poem using either the term liveability.
- Create a word search using <http://thewordsearch.com/maker/> and solve it

SIGNIFICANT PLACES IN MY WORLD

Task 1 – On the target below, list as many significant places that you know of in each category. They may be places you have visited, tourist destinations or places that you have heard of before.



Task 2 – From the places you have listed above, select one which is your favourite and write a brief description of the natural and built features of that place in a blank page in your workbook.

Task 3 – Compare your favourite place with that of others in your class. Write a list of similarities and differences between the place that you have selected and that of your class members in your workbook.

LIVEABILITY FOLDABLE

LIVEABILITY IN:

ENVIRONMENTAL QUALITY	/10
CRIME AND SAFETY	/10
EDUCATION	/10
HEALTH	/10
PUBLIC TRANSPORT	/10
ACCESS TO SHOPS	/10
RECREATIONAL FACILITIES	/10
OTHER	/10

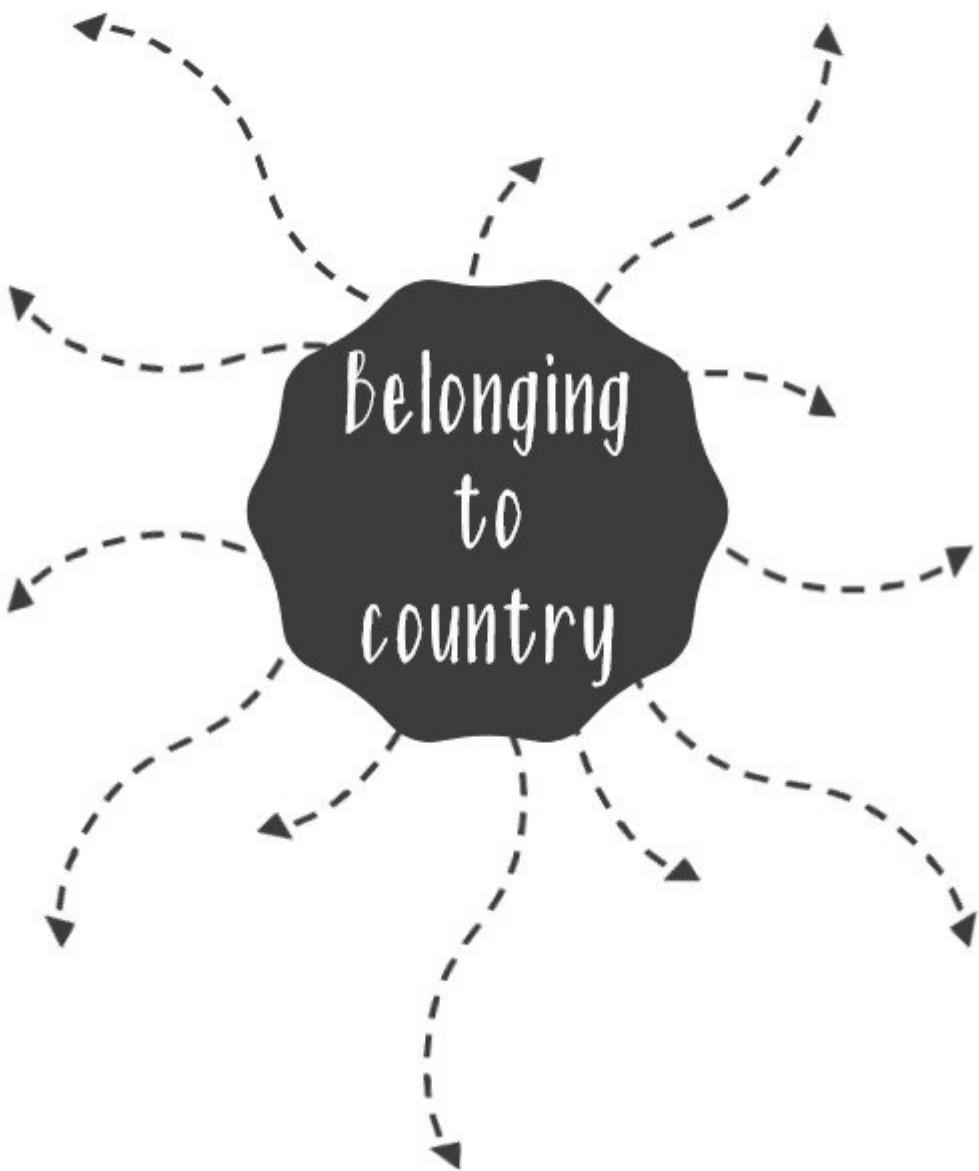
Instructions

1. Cut out around the outside of the foldable.
2. Cut along the dotted lines and carefully fold back each of the tabs.
3. Place glue on the back of the strip that says 'liveability in:' and list the name of your suburb/town/city.
4. Rank each of the features out of 10 in your chosen location and underneath each tab write a short summary of why you haven given that score.

BELONGING TO COUNTRY

On the mind map below, list the ways in which Indigenous Australians are connected to the land. You will need to conduct some brief online research and may wish to use the following sites to guide you:

- <http://ab.co/2rXgTxI>
- <http://ab.co/2sSc64e>
- <http://bit.ly/1ur1JLH>



ENHANCING LIVEABILITY



1. Study the image above focusing on the natural and built features you can see and list them briefly in the table below.

NATURAL FEATURES

BUILT FEATURES

2. After viewing the image, create a series of annotations (notes with arrows pointing to the features) of suggestions which would make this place more liveable.

ENHANCING LIVEABILITY



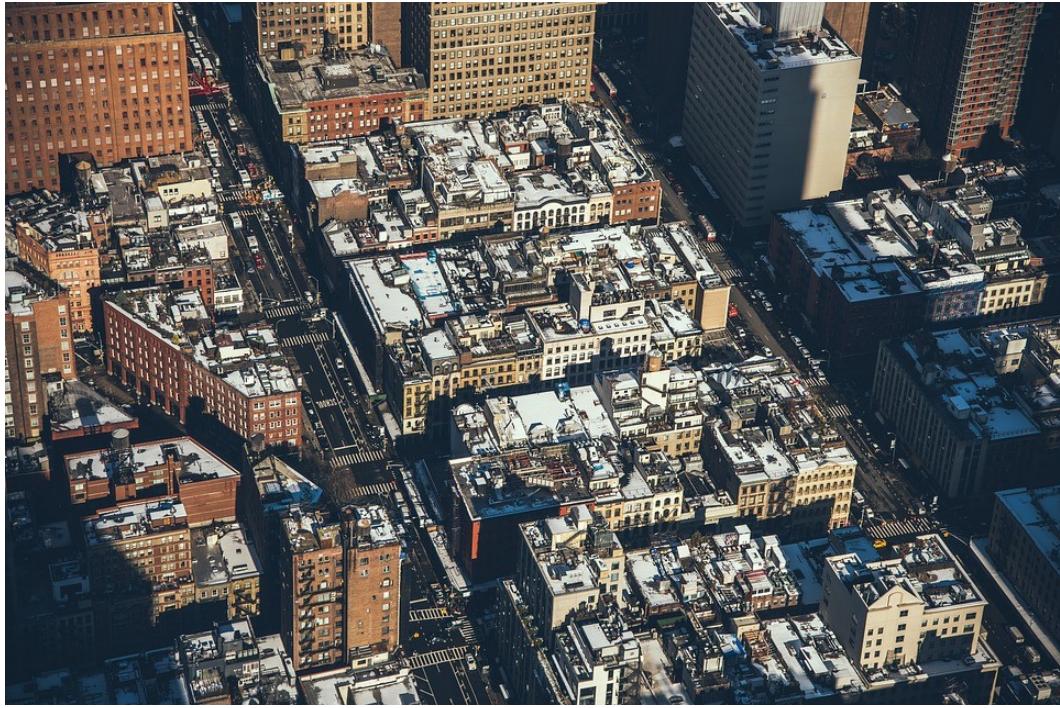
1. Study the image above focusing on the natural and built features you can see and list them briefly in the table below.

NATURAL FEATURES

BUILT FEATURES

2. After viewing the image, create a series of annotations (notes with arrows pointing to the features) of suggestions which would make this place more liveable.

ENHANCING LIVEABILITY



1. Study the image above focusing on the natural and built features you can see and list them briefly in the table below.

NATURAL FEATURES

BUILT FEATURES

2. After viewing the image, create a series of annotations (notes with arrows pointing to the features) of suggestions which would make this place more liveable.

ENHANCING LIVEABILITY



1. Study the image above focusing on the natural and built features you can see and list them briefly in the table below.

NATURAL FEATURES

BUILT FEATURES

2. After viewing the image, create a series of annotations (notes with arrows pointing to the features) of suggestions which would make this place more liveable.

HANDS ON ACTIVITIES

1. Ask students to take photographs of significant places within the local community for homework or alternatively organise a excursion for fieldwork. Then, using google mymaps ask students to pin and describe the significant places they have photographed.
2. Select a destination via google maps and go on a virtual excursion. Having a large projector screen would make this suitable for a whole class activity or alternatively laptops/ipads in small groups.
3. Create a collective 'Top 10' places (cities or countries) to live using student responses in your class. Allocate students a place and ask them to create a short video or poster advertisement which outlines why their place is the most liveable and why.
4. Have students design a survey which outlines the features which would make their local suburb/town/city more liveable. For homework ask students to interview 5 individuals and as a class collate answers in a graph using excel.
5. Integrate students prior knowledge from the unit 'Water in the World' and create a mud map of the school grounds with an emphasis on where water is accessible (taps, toilets, hydrants etc.). Compare this with places in the world where people do not have access to clean water or need to travel to access it. Create a Y chart of thoughts, feelings and questions that students may have.
6. Create a scale map or diorama of an ideal town or city either as a whole class, in small groups or pairs. Ask students to create a list of annotations as to why they chose these features and justify their location within the chosen area.

ADDITIONAL RESOURCES

Australian curriculum – Year 7 Geography outline

- <http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1>

Unit plans

Scootle:

- <http://www.scootle.edu.au/ec/viewing/S6441/index.html>

Victoria walks:

- <http://www.victoriawalks.org.au/smartssteps/secondary/>

Lesson plans

Geogspace Assessing the liveability of places:

- <http://www.geogspace.edu.au/core-units/years-7-8/exemplars/year-7/y7-exemplars-y7-illus5.html>

Other

ABC Splash:

- <http://splash.abc.net.au/home#!/topic/1186229/place-and-liveability>

ABC Splash digi book - Where's the best place to live?:

- <http://splash.abc.net.au/home#!/digibook/1278012/where-is-the-best-place-to-live>

Place and Liveability – Lecture Presented by Lorraine Chaffer (Vice president GTANSW, Textbook author, Geographical education consultant)

- http://www.agta.asn.au/conf2015/presentations/Chaffer_L.pdf

Scoopit – Place and liveability:

- <http://www.scoop.it/t/year-7-place-and-liveability>



Thank you!

Thank you for your purchase. I truly appreciate your business and support.

Terms of use:

- All pages are copyrighted. You are not permitted to create anything to share or sell based on this product**
- Please note that the following product is for personal classroom use only.**
- If you would like you would like to purchase multiple copies of this resource for more than one teacher, please purchase additional licences. Additional licences can be obtained for 10% off the original price. If you would like you would like to share this with a college or school please ensure you download additional licences.**

Credits

Images: <https://pixabay.com/>

Font: <http://www.1001fonts.com/antelope-h-font.html>