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Australia and Its Neighbours - Year 3

Table of Contents	
Presentations: Australia and Its Neighbours — Lessons 1-10	
Teacher Guide: Ten Lessons and Eight-session Route	
Classroom Display: Key Ideas	
Classroom Display: Explaining Evidence	
Case and Source Cards: 1-8	
Evidence Trail: Rules, Mat and Challenge Cards	
Worksheet 01: Different Maps, Different Purposes	
Worksheet 02: Australia Represented	
Worksheet 03: Neighbouring Places	
Worksheet 04: Country Connections	
Worksheet 05: Different Environments and Knowledge	
Worksheet 06: Compare Two Places	
Worksheet 07: Reading Visual Evidence	
Worksheet 08: Build the Atlas Argument	
Worksheet 09: Atlas Conference	
Worksheet 10: Respectful Place Proposal	
Quiz: Australia and Its Neighbours	
Assessment: Atlas Evidence and Transfer	
Rubric: Atlas and Inquiry	



Teacher Guide: Unit Overview

Learning purpose

Students investigate how Australia is represented, locate six states and the two principal mainland territories studied, locate four nearby countries, explain continuing Country/Place relationships and compare two named landscapes by consistent criteria. They ask questions, collect and check information, interpret evidence, consider viewpoints, communicate conclusions and propose a responsible change.

Teaching structure

Use ten complete 60-minute lessons with ten separate 13-slide presentations. The eight-session route on the following guide pages combines Lessons 1–2 and Lessons 9–10 while retaining essential content and assessment. The 24-slide quiz has ten questions with immediate explanation slides. Use it for discussion and review rather than as the only assessment.

Resources and preparation

Print the ten worksheets and the two assessment pages as needed. Keep each red model-answer page for teacher use. Display D1–D2; use the eight C1 source cards and G1 cooperative Evidence Trail. Arrange a verified political map and the linked named sources. Source-use notes distinguish licensed visuals from teacher-view links.

Assessment and access

Collect the checked map, source-purpose explanation, Country/Place relationship diagram, same-criteria comparison and atlas explanation. Use A1a–A1b and R1. Students may speak, draw, write, dictate, point or use a communication device. Record the understanding shown; do not score handwriting, confidence, personal disclosure or the response mode.

Before teaching Country/Place

Confirm local Country/Place names with a school-approved Traditional Owner source. Do not infer cultural boundaries from state lines or require students to disclose family identity. Budj Bim, Yawuru and Brian Robinson are named examples with distinct contexts; none represents every community.

Teacher Guide: Lesson Sequence

Ten complete presentations

01. Different maps, different purposes — 13 slides
02. Australia represented — 13 slides
03. Neighbouring places — 13 slides
04. Country connections — 13 slides
05. Different environments and knowledge — 13 slides
06. Compare two places — 13 slides
07. Reading visual evidence — 13 slides
08. Build the atlas argument — 13 slides
09. Atlas conference — 13 slides
10. Respectful place proposal — 13 slides

Presentation filenames

Each filename begins Australia and Its Neighbours - Year 3 and ends - Lesson NN - Presentation.pptx, where NN = 01–10. Use the numbered sequence above.

Quiz

Australia and Its Neighbours - Year 3 - Quiz.pptx — ten questions, explanation slides, participation choices and reflection.

Resource sequence

Teacher guide, two displays, eight case/source cards on two pages; Evidence Trail rules, mat and eight challenges; Worksheets 01–10, each immediately followed by a matching red model-answer page; Assessment A1a–A1b; Rubric R1. The contents page lists resource sets rather than separate answer pages.

Evidence folio

Keep W01–W07 as a working folio. W08 selects existing evidence; W09 supports the explanation conference; W10 supports an evidence-based panel proposal. A1a records selected evidence and sources; A1b records explanation, transfer and reflection. No decorative atlas construction is required.

Lesson 01: Different maps, different purposes

Learning focus

I can explain what a political map shows.

I can explain why Country/Place needs a different source.

Prepare

W01, D1, political map reference, C1 cards 1 and 3, pencils or response devices.

Teach and investigate

Before class, prepare the verified political map and the named Budj Bim source description. Introduce representations as choices about what to show. Model a state-location question, then a relationship question. Do not draw requested cultural boundaries or assign a local group from a state name. Students compare purposes and develop their own questions. Record their distinctions between political divisions and continuing Country/Place relationships.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 15 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Read the two source-purpose statements aloud. Offer the phrases “shows states” and “explains connections”. Students may point to a phrase, dictate or use a communication device and then explain their choice.

Extension

Ask how two maps of the same area could answer different questions without either being a complete account.

Check understanding

Can a state map alone tell us the Traditional Owners of our school’s Country/Place? Explain your answer.

Possible explanation: We need an appropriate local Traditional Owner source.

A political map shows states and territories.

Country/Place connections are diverse and continue today.

Evidence to retain

W01 and a short recorded explanation of purpose and limitation.

Named sources

Based on: Geoscience Australia, Australia General Reference Map (CC BY 4.0; simplified); Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape

Lesson 02: Australia represented

Learning focus

I can locate six states and the two mainland territories studied here.

I can use a title, direction arrow, key and clear labels.

Prepare

W02, D1, verified reference map, pencils, rulers if useful.

Teach and investigate

Provide the verified Geoscience Australia reference beside the original schematic. Explicitly distinguish the six states, the two principal mainland territories in this lesson and cities. Model locating Tasmania and the small ACT without arguing either as though it were mainland-sized. Students label and check the map, then explain a direction caption. Assess accuracy and conventions, not drawing precision.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 25 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Use the full word bank and a partner to find each region at a time. Students may place labels or dictate them. Keep the same location and convention checks.

Extension

Explain why a large ACT context is useful but must not be interpreted as its true size.

Check understanding

Is Canberra a state?

Where is Tasmania relative to Victoria?

Explain why a schematic needs “not to scale”.

Possible explanation: Canberra is a city and Australia’s national capital. It is in the ACT.

Tasmania lies south of Victoria.

A schematic shows location relationships, not measurable distances.

Evidence to retain

W02, location caption and explanation of title, direction and key.

Named sources

Based on: Geoscience Australia, Australia General Reference Map (CC BY 4.0; simplified)

Lesson 03: Neighbouring places

Learning focus

I can locate Indonesia, Timor-Leste, Papua New Guinea and New Zealand.
I can describe locations relative to Australia.

Prepare

W03, C1 card 2, verified map reference, pencils or movable word labels.

Teach and investigate

Model the difference between country and region and between adjacency by land and nearness across water. Use the checked geographical schematic and the official reference where its extent covers the northern neighbours. Do not infer a neighbour's whole culture or landscape from its position. Students cross-check a caption using two representations and retain the names of both sources.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 25 min guided and independent task; 10 min evidence discussion; 5 min exit ticket.

Support

Offer the four country names and a compass word bank. Students may trace the relative positions with a finger, point, speak, draw or dictate a caption.

Extension

Explain how a map's extent or scale can make a nearby place appear absent.

Check understanding

Which neighbour is north of Cape York?

Which is south-east of mainland Australia?

Are all four neighbours in Asia?

Possible explanation: Papua New Guinea is north of Cape York. New Zealand is south-east of mainland Australia.

The four neighbours are not all in Asia.

Indonesia and Timor-Leste are in Asia; Papua New Guinea and New Zealand are in Oceania.

Evidence to retain

W03, source-labelled location captions and a brief comparison of representations.

Named sources

Based on: Geoscience Australia, Australia General Reference Map (CC BY 4.0; simplified); Based on: United Nations Statistics Division, Geographic Regions

Lesson 04: Country connections

Learning focus

I can explain a connection between Gunditjmara people, water and kooyang.
I can support the explanation with a named source.

Prepare

W04, C1 cards 3 and 4, D2, public Budj Bim reference, pencils.

Teach and investigate

Introduce the public UNESCO account, including present-day management, without reenacting cultural practices or claiming cultural authority. Model a causal explanation linking water-management structures to kooyang. Students build a source-labelled relationship diagram and explain two links. Record where they move beyond naming a place or group to explaining a relationship.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 25 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Read the source summary in short sections. Over the words water, channels, kooyang, knowledge and care, students make choices or spoken choices. A student may explain the links through pointing and supported speech.

Extension

Discuss one link from a public heritage account and a respectful way to seek an additional viewpoint.

Check understanding

Why is “Gunditjmara people live near water” an incomplete explanation of interconnection?

Possible explanation: It names a location but misses the relationship.

A fuller explanation connects water management, kooyang, knowledge and continuing care, with evidence from the named source.

Evidence to retain

W04, a question and a causal explanation with the named source.

Named sources

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape

Lesson 05: Different environments and knowledge

Learning focus

I can compare two named Country/Place examples.

I can explain why one example cannot represent every First Nations community.

Prepare

W05, C1 cards 5 and 8, Budj Bim summary, teacher-view BOM and museum links, optional original local observation notes.

Teach and investigate

Prepare the BOM link for teacher viewing and follow its published community and commercial-use restrictions. No Yawmju cultural graphic, season names, descriptions or dictionary are reproduced in this unit. Use the viewing discussion to teach the principle that environmental knowledge is place- and community-specific. Include the museum named Brian Robinson example to distinguish, rather than merge, Aboriginal and Torres Strait Islander contexts. Leave the localisation field blank until the teacher verifies the appropriate school source.

60-minute lesson

8 min retrieval/question; 2 min explicit teaching; 25 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Offer the source names, place names and a sentence stem: "This example tells us about ____". Students can dictate, select words or use a communication device. Do not require personal cultural or family disclosure.

Lesson 05: Support and Evidence

Extension

Explain whose perspective remains missing and how a verified local source could improve the account.

Check understanding

Is the Yawuru seasonal calendar a universal calendar for Australia?

Does Brian Robinson stand for every Torres Strait Islander person?

Possible explanation: Each example concerns named people and a particular place.

We need appropriate sources for other places and communities.

One person's work or experience cannot stand for everyone.

Evidence to retain

W05, a source comparison, a stated limitation, and an original local observation.

Named sources

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape;

Teacher-view reference: Bureau of Meteorology, Yawuru calendar; Based on:

Australian National Maritime Museum, Brian Robinson

Lesson 06: Compare two places

Learning focus

I can compare Budj Bim and Bali using the same headings.
I can classify features and use source evidence.

Prepare

W06, D2, C1 cards 4, 6 and 7, BOM climate map, named source summaries.

Teach and investigate

Teach climate and vegetation as substantive comparison criteria. Use the licensed BOM major-class map for the 1991–2020 period and the official Indonesia tourism description for Bali's general tropical climate, including its cooler highlands. Do not invent numerical climate data. Compare the natural, managed and constructed features in the UNESCO accounts using identical headings. Accept justified overlapping classifications. Avoid describing all Indonesians or Australians from these two landscapes.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 25 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Read one source at a time. Offer a vocabulary bank and a partly completed comparison. Students may use picture choices, oral explanations or adult scribing while addressing the same criteria.

Lesson 06: Support and Evidence

Extension

Explain how climate, water availability and management can interact without treating culture as the same at both places.

Check understanding

Why compare places using the same headings?

Can one photograph prove the climate of a whole country?

Possible explanation: The same headings make a fair comparison. They reveal similarities and differences without selecting unrelated features.

Climate needs evidence across many years. One photograph is limited to its scene and time.

Evidence to retain

W06 and an evidence-based similarity, difference and limit.

Named sources

Based on: UNESCO World Heritage Centre, Bali: Bim Cultural Landscape;

Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali

Province; Bureau of Meteorology, Climate Classifications 1991–2020 (CC BY 4.0); Climate context: Indonesian Ministry of Tourism, Bali

Lesson 07: Reading visual evidence

Learning focus

I can distinguish what an image shows from what I infer.

I can explain a limitation of visual evidence.

Prepare

W07, the two original scenes, optional teacher-view UNESCO gallery, pencils.

Teach and investigate

The printed practice scenes are clearly labelled original illustrations so students do not mistake invented visuals for documentary evidence. Model observation versus inference, then optionally view a real credited photo on an official UNESCO page without copying it into the commercial pack. Students annotate the two original scenes and identify source limitations. Ask whose view is it missing, rather than treating a photo as a neutral account of an entire country.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 15 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Offer “I can see ...”, “This might mean...” and “I cannot tell ...”. Students may point to a feature and dictate or record an explanation.

Extension

Compare how different camera angle or source maker could change what a viewer notices.

Check understanding

Someone says, “This field proves that all people in Indonesia grow rice.”

What is wrong with that conclusion?

Possible explanation: One view cannot represent every person or place.

The source describes a specific scene.

A broader claim needs relevant evidence from other places and perspectives.

Evidence to retain

W07, an observation, a supported inference, a limitation and an additional-source proposal.

Named sources

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape; Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali Province

Lesson 08: Build the atlas argument

Learning focus

I can connect a location map, a Country/Place explanation and a place comparison.
I can support a conclusion with sources.

Prepare

W08, W02–W07 folio, D2, source cards and assessment brief.

Teach and investigate

Use the existing folio rather than requiring a new decorative atlas. Model integrating political and regional map evidence with a named Country/Place relationship and a same-criteria feature comparison. Students draft conclusions and use peer checking to identify missing evidence. Introduce the visitor-panel action proposal so it is ready for the final conference, including whose interests and likely effect matter.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 25 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Use a checklist with the three strands and allow an oral or recorded atlas explanation. Provide the source-name bank without supplying the student's reasoning.

Extension

Defend a limitation and explain how an additional source could alter the conclusion.

Check understanding

Does an atlas with a colourful map but no Country/Place explanation meet our inquiry?

Explain what evidence it still needs.

Possible explanation: The atlas needs all three strands.

A map alone does not explain continuing Country/Place connections or compare features.

Add the relevant source-based explanations.

Evidence to retain

Atlas planner, draft source-based conclusion and action idea.

Named sources

Based on: Geoscience Australia, Australia General Reference Map (CC BY 4.0; simplified); Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape; Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali Province

Lesson 09: Atlas conference

Learning focus

I can explain my atlas using evidence.

I can answer a question and revise a conclusion if evidence requires it.

Prepare

W09, atlas folio, assessment pages, rubric and source-name bank.

Teach and investigate

Hold short conferences while students use their existing map and comparison records. Collect evidence for each of the three strands and the inquiry actions, using the assessment pages and rubric. Accept spoken, drawn, recorded, gestural or communication-device responses that demonstrate the same understanding. Assess source-based reasoning and accuracy rather than confidence or handwriting.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 25 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Share conference questions beforehand and offer rehearsal with a partner. Students can present through supported choices or recorded speech without lowering the learning demand.

Lesson 09: Support and Evidence

Extension

Respond to an unfamiliar question by distinguishing known evidence from a claim needing another source.

Check understanding

Which answer is stronger?

“Both places are the same.”

“Both manage water, but their purposes and communities differ.”

Explain why.

Possible explanation: The second answer compares a shared feature and a difference.

It keeps the named places and purposes visible.

Relevant source evidence makes it stronger.

Evidence to retain

Conference explanation, source use, limitations and justified revision.

Named sources

Based on: Geoscience Australia, Australia General Reference Map (CC BY 4.0; simplified); Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape; Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali Province

Lesson 10: Respectful place proposal

Learning focus

I can recommend an evidence-based improvement to a visitor-information panel.
I can consider effects on different people.

Prepare

W10, C1, atlas folio, fictional panel prompt and source-name bank.

Teach and investigate

Use the clearly fictional faulty panel as a transfer task. Students propose two evidence-based improvements and consider effects on visitors and the named people. Teach that attribution and consultation matter and that students are making a classroom proposal, not publishing a real community statement. In this compact route this reasoning is included in the session-8 conference, with no additional construction or extra meeting required.

60-minute lesson

8 min retrieval/question; 12 min explicit teaching; 15 min guided and independent task; 10 min evidence discussion; 5 min exit check.

Support

Offer two faulty claims at a time and sentence stems for change, evidence and effect. Students may respond through writing, supported speech, drawing or dictation.

Extension

Discuss a possible unintended effect and how consultation could improve the proposal.

Check understanding

Would adding a generic “Aboriginal pattern” fix the panel?

What would make the proposal accurate and respectful?

Possible explanation: A decoration does not correct an inaccurate account.

Use the named source, continuing connections and precise place information.

Respect cultural permissions and identify missing perspectives.

Evidence to retain

W10, action reasoning, likely effects and a missing-perspective statement.

Named sources

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape; Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali Province

Eight-session Route: Sessions 1–3

Each 60-minute session

8 minutes retrieve and question; 12 minutes focused teaching; 25 minutes investigate; 10 minutes discuss evidence; 5 minutes reflect. Select the listed slides, reuse existing records and record spoken or assisted responses where appropriate.

Session 1: Australia through different maps

Task: Compare source purposes, then label one Australia map and explain why political boundaries do not establish Country boundaries.

Evidence: Accurate political locations, map conventions, distinct source purposes and a student investigation question.

Slides: Lesson 01 slides 3–6 and 8–10, then Lesson 02 slides 1–9. Use one opening and reflection.

Adjustment: Use one map with a purpose note rather than two separate mapping tasks.

Session 2: Neighbouring places

Task: Locate the four neighbours, add direction captions and cross-check one caption with named sources.

Evidence: Accurate location, source names and an explanation of a schematic's limit.

Slides: Lesson 03, full sequence.

Adjustment: No essential task omitted.

Session 3: Country connections

Task: Build and explain a sourced relationship diagram of Gunditjmara knowledge, structures, water and kooyang.

Evidence: A question, collected source information, two explained links and continuing care.

Slides: Lesson 04, full sequence.

Adjustment: No essential task omitted.

Eight-session Route: Sessions 4–6

Each 60-minute session

8 minutes retrieve and question; 12 minutes focused teaching; 25 minutes investigate; 10 minutes discuss evidence; 5 minutes reflect. Select the listed slides, reuse existing records and record spoken or assisted responses where appropriate.

Session 4: Different environments and knowledge

Task: Compare the named source contexts and discuss place-specific knowledge. Retain the named museum example and original local observation.

Evidence: Source comparison, diverse continuing connection, a limit interpretation and a limit.

Slides: Lesson 05, full sequence.

Adjustment: No calendar reproduction or version cultural disclosure.

Session 5: Compare two places

Task: Compare Budj Bim and Bali by location, climate, vegetation and water management. Justify feature classifications.

Evidence: A same-criteria similarity and difference, named sources and a missing perspective.

Slides: Lesson 06, full sequence.

Adjustment: No essential task omitted.

Session 6: Reading visual evidence

Task: Annotate two original scenes, distinguish observation from inference, and identify a limit and extra source.

Evidence: Interpretation, source perspective and a qualified conclusion.

Slides: Lesson 07, full sequence.

Adjustment: No essential task omitted.

Eight-session Route: Sessions 7–8

Each 60-minute session

8 minutes retrieve and question; 12 minutes focused teaching; 25 minutes investigate; 10 minutes discuss evidence; 5 minutes reflect. Select the listed slides, reuse existing records and record spoken or assisted responses where appropriate.

Session 7: Build the atlas argument

Task: Integrate existing map and comparison folio into an atlas explanation; prepare a source-based panel improvement.

Evidence: All three inquiry strands, a justified conclusion, source labels and action preparation.

Slides: Lesson 08, full sequence.

Adjustment: Reuse existing records rather than make a new decorative atlas.

Session 8: Atlas conference and responsible representation

Task: Explain the three strands, answer a source/perspective question and recommend a justified panel change with likely effects.

Evidence: Complete assessment, seven inquiry traces, reflection and responsible action reasoning.

Slides: Lesson 09 slides 4–11, then Lesson 10 slides 4–11. Use one opening and final reflection.

Adjustment: No new atlas or panel construction. Complete every assessment criterion in this session.

Complete assessment in Session 8

Use existing W01–W08 folio, W09 conference and W10 proposal. Record all three content strands plus questioning, collecting/checking, interpreting, viewpoints, concluding, communicating and reflection/action. Collect A1a–A1b and apply R1. Essential assessment is not deferred to an extra display lesson.

Evidence Trail: Teacher Checks 1–4

Cooperative use

For 2–4 players, use G1a rules, G1b mat, G1c challenge cards and C1 source cards. A turn follows Notice, Ask, Compare, Explain, Apply and Reflect. Students give a supported response and a respectful question. Peers improve the explanation; the teacher checks criteria. Use a large counter or pointing. No race, speed score or chance-only winner.

1. A state-location source

A political map such as C1 card 1 locates states. A strong response names the source and explains its purpose. Ask which question the map cannot answer about continuing Country/Place relationships.

2. A country north of Cape York

Papua New Guinea lies north of Cape York. Use C1 card 2, the north arrow and a named reference point. Accept a correctly sourced direction statement; do not treat the schematic as a distant map.

3. Political and Country boundaries

State lines divide political jurisdictions. They do not establish Country boundaries or a community name. The student should identify an appropriate Traditional owners source, explain the distinction and avoid guessed cultural borders.

4. Water and kooyang at Budj Bim

Using C1 card 3 and UNESCO, explain a link among Gunditjmara knowledge, channels/weir/ponds, water and kooyang. The worked turn models an explained connection rather than six unanswered tasks. Check that continuing management and a source label are included.

Evidence Trail: Teacher Checks 5–8

5. A named calendar is not universal

Use the Yawuru teacher-view reference in C1 card 5. The named source is connected to a particular community and the Broome area. A strong response explains why different places and communities need appropriate sources. Do not reproduce the calendar, its season names, descriptions or graphics.

6. A same-criteria comparison

C1 cards 4, 6 and 7 support a location, climate, vegetation or management comparison of Budj Bim and Bali subak. Both use managed water; purposes and contexts differ. Accept an accurate sourced similarity or difference. Avoid a claim about every person or landscape in Australia or Indonesia.

7. Observation and inference

Use W07 original practice illustrations. Observation: a canal runs beside planted terraces. Inference: it may carry water to crops. The inference needs a reason and qualification. A picture alone does not identify long-term climate, an exact country, ownership or everyone's viewpoint.

8. A responsible panel change

Use W10 and C1 cards 3, 4 and 6. Name the particular people/place, acknowledge continuing connections and add accurate source information. Explain a likely effect such as reducing visitor misunderstanding. Identify a viewpoint or consultation still needed; do not publish the practice wording as a community statement.

Feedback

Accept equivalent evidence-based reasoning, including assisted or spoken responses. Prompt a missing source, link, viewpoint or limit. Keep the game as retrieval/consolidation within the planned time or an optional revisit, without adding essential assessment after the eight-session route.

Teacher Source Guide 1 of 3

Geoscience Australia: political mapping

Australia General Reference Map (A4), dataset 65187.

<https://pid.geoscience.gov.au/dataset/ga/65187>

The original reference map is CC BY 4.0. Student schematics are original simplified representations with a visible credit and “not to scale”; they do not copy government emblems. Use the reference to check state/territory location and map conventions.

Geoscience Australia: states and territories

Area of Australia — States and Territories.

<https://www.ga.gov.au/scientific-topics/national-location-information/dimensions/area-of-australia-states-and-territories>

This unit studies six states and the Northern Territory and Australian Capital Territory. Other Australian territories exist. Canberra is a city in the ACT, not a state.

United Nations: geographic regions

Statistics Division M49 Geographic Regions.

<https://unstats.un.org/unsd/methodology/m49/>

Use the Geographic Regions table. Indonesia and Timor-Leste are in South-eastern Asia (apart from New Guinea and New Zealand are in Oceania. A country and a broad region are different kinds of location. No UN table is reproduced.

Local source and illustration notes

Record the school-approved local Traditional Owner source before teaching local names. All resource-page scenes are original practice illustrations, not documentary evidence of the exact case sites. Source credits identify the factual basis. A blank source-choice field is a student or teacher task, not a claim that a source has already been selected.

Teacher Source Guide 2 of 3

UNESCO: Budj Bim

Budj Bim Cultural Landscape. <https://whc.unesco.org/en/list/1577/>

Use factual paraphrases about Gunditjmara continuing relationships and water management for kooyang in south-western Victoria. The unit does not copy website photos, cultural stories, designs or the site layout. Credit appears where the case is used.

UNESCO: Bali subak

Cultural Landscape of Bali Province. <https://whc.unesco.org/en/list/1194/>

Use factual paraphrases about cooperative subak water management and rice irrigation. Compare the named landscape with Budj Bim using the same headings; purposes and communities differ. No UNESCO photo or cultural pattern is copied.

Indonesia Ministry of Tourism: Bali

Bali destination information.

<https://www.indonesia.travel/gb/en/destination/bali-nusa-tenggara/bali/bali>

Supports tropical wet/dry conditions and cooler higher areas. Compare climate using long-term information, not a single image. Website photos and branding are not reproduced.

Local source and illustration notes

Record the school-approved local Traditional Owner source before teaching local names. All source-page scenes are original practice illustrations, not documentary evidence of the exact case sites. Source credits identify the factual basis. A blank source-choice field is a student or teacher task, not a claim that a source has already been selected.

Teacher Source Guide 3 of 3

Bureau of Meteorology: climate classifications

Australian climate classification averages.

<https://www.bom.gov.au/climate/maps/averages/climate-classification/>

The official 1991–2020 map used in Lesson 06 is credited to the Bureau of Meteorology, © Commonwealth of Australia, CC BY 4.0. Explain the long-term pattern and show its legend. A broad climate label does not describe every day or local condition.

Bureau of Meteorology: Yawuru teacher-view link

Yawuru calendar.

<https://www.bom.gov.au/resources/indigenous-weather-knowledge/indigenous-seasonal-calendars/yawuru-calendar>

Teacher-view link only. Indigenous-weather-knowledge content has separate permissions: <https://www.bom.gov.au/copyright>

No calendar graphic, season names, description or copied seasonal content is supplied in this pack. Discuss the named community/place context using the authorised source view and school permissions. Choose another approved source if that view is unavailable.

Australian National Maritime Museum: a named person

Brian Robinson. <https://www.anmmuseum/en/person/brian-robinson>

The museum records Koonagaw Ya and Wuthathi heritage and birth on Waiben. Use named institutional biography to recognise a particular Torres Strait Islander and Aboriginal context. Do not imitate his artwork, copy his portrait or treat one person as every community.

Local source and illustration notes

Record the school-approved local Traditional Owner source before teaching local names. All resource-page scenes are original practice illustrations, not documentary evidence of the exact case sites. Source credits identify the factual basis. A blank source-choice field is a student or teacher task, not a claim that a source has already been selected.

Assessment: Evidence and Judgement

Three content strands

Location: checked six-state/two-territory map and four neighbours, with title/directions/key and a reason for a map decision. Country/Place: a named people–place relationship, continuing care and an appropriate source. Comparison: the same location/climate/vegetation/management criteria, explained similarity/difference and justified feature classification.

Seven inquiry traces

Questioning: retain a useful investigation question. Collecting: check source names and a checked record. Interpreting: explain what a map, scene or source supports. Viewpoints: identify whose account is included or missing. Concluding: link a claim to evidence and a link. Communicating: atlas explanation, source labels and a response to a question. Reflecting/acting: propose a sourced panel improvement, likely effects and consultation still needed.

Using the two assessment pages

A1a selects existing map/folio evidence and records source names and response mode. A1b captures explanations, comparison, a new practice-park classification and the panel proposal. Use the student folio and conference together; the assessment pages do not need to reproduce every artefact. The park is a practice illustration. Trees may be natural or planted/managed; the garden may be managed and the path constructed. Accept a justified overlap and uncertainty.

Apply the rubric

Use R1 across accurate understanding, evidence/inquiry, explanation/application and reflection/responsibility. Judge the quality of reasoning shown, with the agreed response support. A source name alone is insufficient when a claim needs an explained link. Offer a next learning step. Do not treat an exemplar answer as the only permissible wording.

Complete within the route

In ten lessons, complete the conference in Lesson 09 and responsible proposal in Lesson 10. In eight sessions, combine both within Session 8 using existing folio and A1a–A1b. The quiz is supporting evidence, not a replacement for all three strands and inquiry traces.

Quiz Teacher Key: Questions 1–5

1. Why compare places using the same headings?

The same location, climate and vegetation criteria make a fair comparison. They reveal similarities and differences without stereotypes. Accept any equivalent explanation using consistent criteria.

2. Is the Yawuru seasonal calendar a universal calendar for Australia?

No. It is connected to a named community and place around Broome. Other places and communities need their own appropriate sources.

3. Name the six states and the two mainland territories studied in this unit.

Western Australia, South Australia, Queensland, New South Wales, Victoria and Tasmania. Northern Territory and Australian Capital Territory. Other Australian territories exist beyond this lesson's scope.

4. Where is Tasmania relative to Victoria? Is Canberra a state?

Tasmania is south of Victoria, across Bass Strait. Canberra is a city in the Australian Capital Territory and Australia's national capital.

5. Which neighbouring countries lies north of Cape York? Which lies south-east of mainland Australia?

Papua New Guinea lies north of Cape York. New Zealand lies south-east of mainland Australia. Use the north arrow and named reference points.

Use of the key

Discuss the question before showing its explanation slide. Accept equivalent accurate reasoning and agreed communication supports. Where evidence is requested, ask the student to name and use the relevant source, then state a limit.

Quiz Teacher Key: Questions 6–10

6. Explain one connection at Budj Bim using a named source.

UNESCO describes Gunditjmara channels and weirs that manage water for kooyang. Accept another accurate source-based link including knowledge, water management or continuing care.

7. Can a canal be both constructed and part of a managed landscape?

Yes. People build the canal and manage its water flow. Natural, managed and constructed features can occur together when the classification is explained.

8. What is a limitation of one photograph of a rice terrace?

It shows a particular view at a time. It cannot show every place or person, or prove long-term climate. Accept a relevant limitation and a source that could check a claim.

9. New case: an illustrated park has trees, planted garden and a built path. Classify the features and explain a possible overlap.

Trees may be natural vegetation or planted/managed. The garden is managed and the path constructed. The illustration does not reveal each tree's origin. Accept justified categories and uncertainty.

10. New case: a visitor panel says, "All First Nations communities have one Country and one Language." Propose a change and explain its likely effect.

Name the specific people and place, acknowledge diversity and continuing connections, and use appropriate sources. A better panel can reduce misleading generalisations. Cultural wording still requires appropriate consultation.

Use of the key

Discuss the question before showing its explanation slide. Accept equivalent accurate reasoning and agreed communication supports. Where evidence is requested, ask the student to name and use the relevant source, then state a limit.

Australia and Its Neighbours: Key Ideas

Year 3 Geography

Continent

A large landmass.

Example: Australia is a continent.



Not to scale

Island

An area of land surrounded by water.

Example: Tasmania is an island south of mainland Australia.



Not to scale

Climate

The usual weather patterns over many years.

Example: Australia has tropical climates in the north and temperate climates in the south.



Tropical

Usually hot and often with heavy rain. Warmer temperatures in summer and cooler winters.



Temperate

Vegetation

Plants that grow in an area.

Example: Wetland plants and rice crops are common types of vegetation.



Wetland plants

Such as reeds, rushes and water lilies.



Rice crops

Grown in wet, fertile soil in many nearby countries.

Neighbouring

Nearby places, including across water.

Example: Papua New Guinea is a neighbouring country, north of Australia.

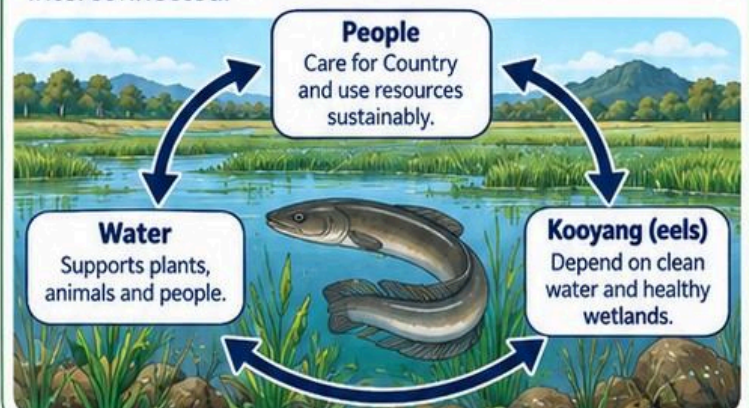


Not to scale

Interconnection

Linked relationships between people, places and the environment.

Example: People, water and kooyang (eels) are interconnected.



How We Explain Our Evidence

Why compare places using the same headings?

Using the same headings, such as location, climate and vegetation, helps us organise information so we can look for similarities and differences between places.

1 Budj Bim (south-western Victoria, Australia)

Location

south-western
Victoria, Australia



Climate

temperate



Vegetation

wetland plants



2 Bali (subak landscape, Indonesia)

Location

Indonesia



Climate

tropical



Vegetation

rice terraces and forest



3 What do we find out?

The same headings help us compare similarities and differences fairly.
These examples do not represent whole countries.



Different places can have different environments,
people and ways of living.

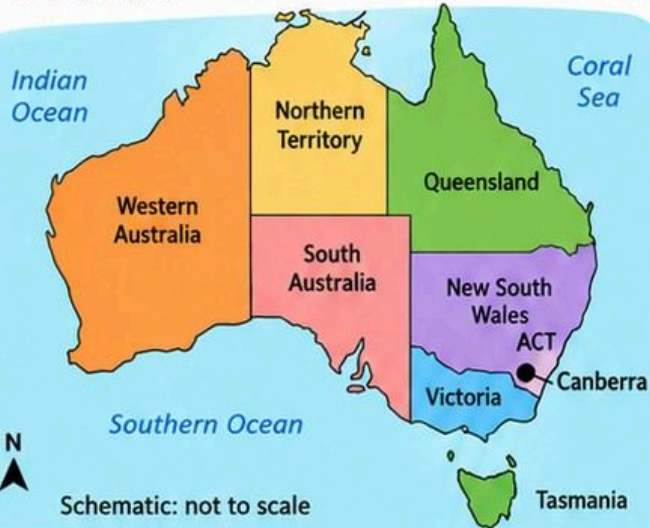


Case and Source Cards 1-4

1

Australia

Australia has six states and two principal mainland territories. Canberra is a city in the ACT.



Source: Geoscience Australia.

What does this source help us explain?

2

Neighbours

Indonesia, Timor-Leste, Papua New Guinea and New Zealand are nearby countries across water.



Source: Geoscience Australia.

What does this source help us explain?

3

Country/Place

Gunditjmara connections and Budj Bim continue today.



Source: UNESCO.

What does this source help us explain?

4

Water and kooyang

Channels and weirs manage water for short-finned eels.



Source: UNESCO.

What does this source help us explain?

Case and Source Cards 5–8

5 A named seasonal source

A teacher can view the Yawuru calendar, which is connected to Broome.



Why should we use a local source for another place?

6 Bali's subak landscape

Cooperative canals and weirs share water for rice. This landscape is a UNESCO World Heritage site.



7 Climate and vegetation

The Budj Bim area is temperate with wetland plants. Bali is tropical with varied plant life and cultivated rice.



Temperate climate
Wetland plants



Tropical climate
Varied plant life
and cultivated rice

Schematic: not to scale

8 Brian Robinson

The museum names Kala Lagaw Ya and Wuthathi heritage and Waiben birth.



Why can one person not represent every community?

Evidence Trail: Rules and Worked Turn

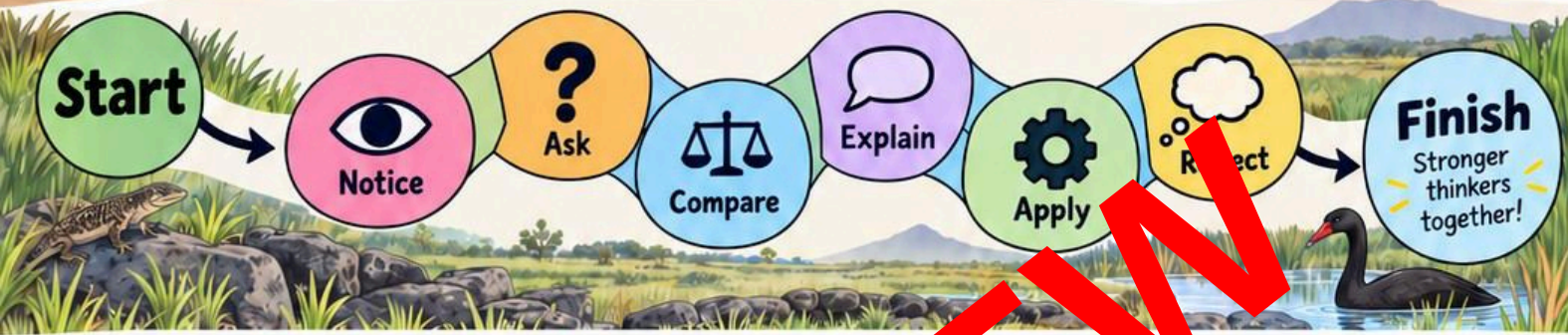
Work together. Look closely. Use evidence. Share ideas.



Rules

1. 2-4 players. Use the board, challenge cards and source cards.
2. Choose a challenge.
3. Move through Notice, Ask, Compare, Explain, Apply and Reflect.
4. Give a supported response and ask one respectful question.
5. Check the teacher criteria.
6. Everyone helps improve the explanation.
7. Point or use a large counter.
8. No race or timer.

Different ideas make our thinking stronger!



Worked Turn: Challenge 4 - Budj Bim

Follow the steps. Use the pictures, board and source cards. Help improve one student's turn.



1. Notice

Notice a water-management feature.



I notice a stone channel that guides water.



2. Ask

Ask what it does.

What does the water-management feature do?

What does the channel do?



3. Compare

Compare the canal and the weir.



Both affect water flow. A canal guides water; a weir helps hold or redirect it.



4. Explain

Explain water and kooyang.



Channels and weirs help manage water and kooyang (short-finned eels).



5. Apply

Apply a source label.

Source: UNESCO World Heritage Centre Budj Bim Cultural Landscape

UNESCO's Budj Bim description supports this explanation. The drawing is an illustration, not a photograph.



6. Reflect

Reflect on a missing viewpoint.



Whose viewpoint is missing?

We would need an appropriate Gunditjmara source to learn more about community perspectives.



Everyone helps improve the explanation!

Good questions lead to a deeper understanding.

Evidence Trail: Inquiry Mat

Work together. Follow the trail. Use evidence like
geographers and historians!

START

1

Notice

Name a feature

2

Ask a question
Pose a question

3

Compare

Use the same heading

4

Explain

Support a claim

6

Reflect

State a limit

5

Apply

Use it in a new case

FINISH

Our evidence:

N

Schematic: not to scale



Evidence Trail: Challenge Cards



1 Which source answers a state-location question?

Use Case and Source Card 1.
Name a suitable political map and explain your choice.



My answer: _____

Reason: _____

2 Locate a country north of Cape York and name your source.

Use Case and Source Card 2.
Name a neighbouring country north of Cape York and the source.



Schematic: not to scale

3 Explain why state lines are not Country boundaries.

Use Case and Source Card 3.
Explain the different purposes.
A state map does not establish Country boundaries.



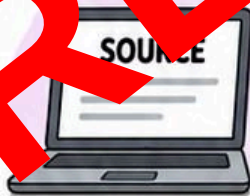
4 Explain how water and kooyang connect at Budj Bim.

Use Case and Source Card 4.
Explain how water management feature supports the relationship.



5 Why is one named calendar not universal?

Use Case and Source Card 5.
The named Yawuru so connected to Broome. Why could another place use an appropriate local source?



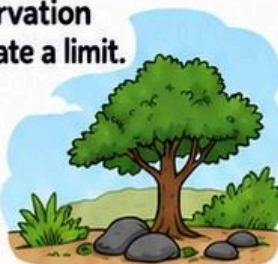
6 Compare one feature at Budj Bim and Bali using the same heading.

Use Case and Source Cards 4, 6 and 7.
Compare one feature using the same heading.



7 Separate an image observation from an inference and state a limit.

Use W07. Give one observation, one inference and one limit.



Observation: _____

Inference: _____

Limit: _____

8 Propose a respectful panel improvement and its likely effect.

Use the fictional panel on W10.
Propose one respectful improvement and explain its likely effect.



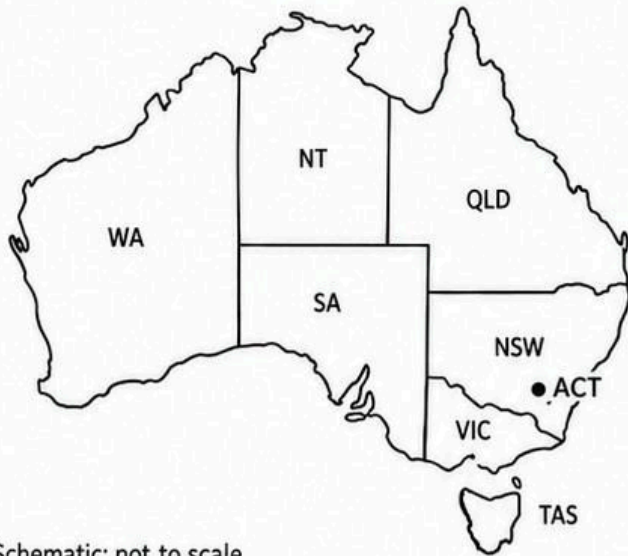
Improvement: _____

Likely effect: _____

Different Maps, Different Purposes

Name: _____

Political map: shows states and territories



Named Country/Place source: explains continuing relationships with land, water and community.



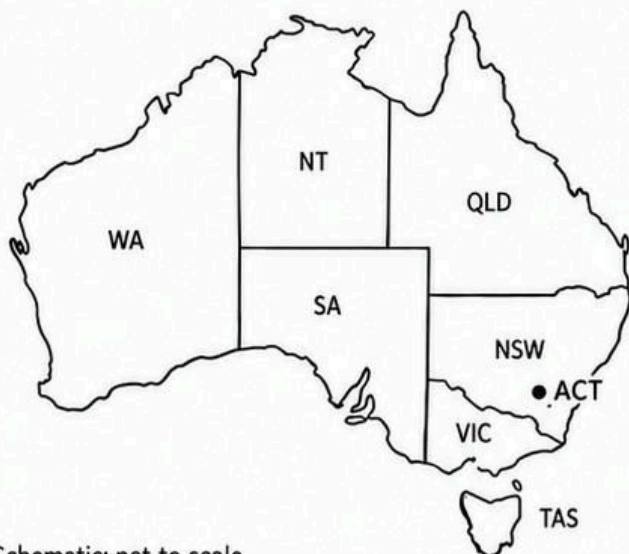
My question	Suitable source	What it can tell me	A limitation

Why are state boundaries and Country/Place connections different?

Different Maps, Different Purposes

Name: **ANSWERS**

Political map: shows states and territories



Named Country/Place source: explains continuing relationships with land, water and community.



My question	Suitable source	What it can tell me	A limitation
Which state contains Melbourne?	Political map	Victoria	Does not establish Country boundaries.
How is water cared for at Budj Bim?	Named heritage/community source	Water management and continuing care.	One account cannot show every viewpoint.

Why are state boundaries and Country/Place connections different?

State lines mark political divisions. Country/Place involves diverse, continuing relationships with land, waters and community.

We need appropriate sources.

Australia Represented

Name: _____



Key

— State/territory boundary
Schematic: not to scale

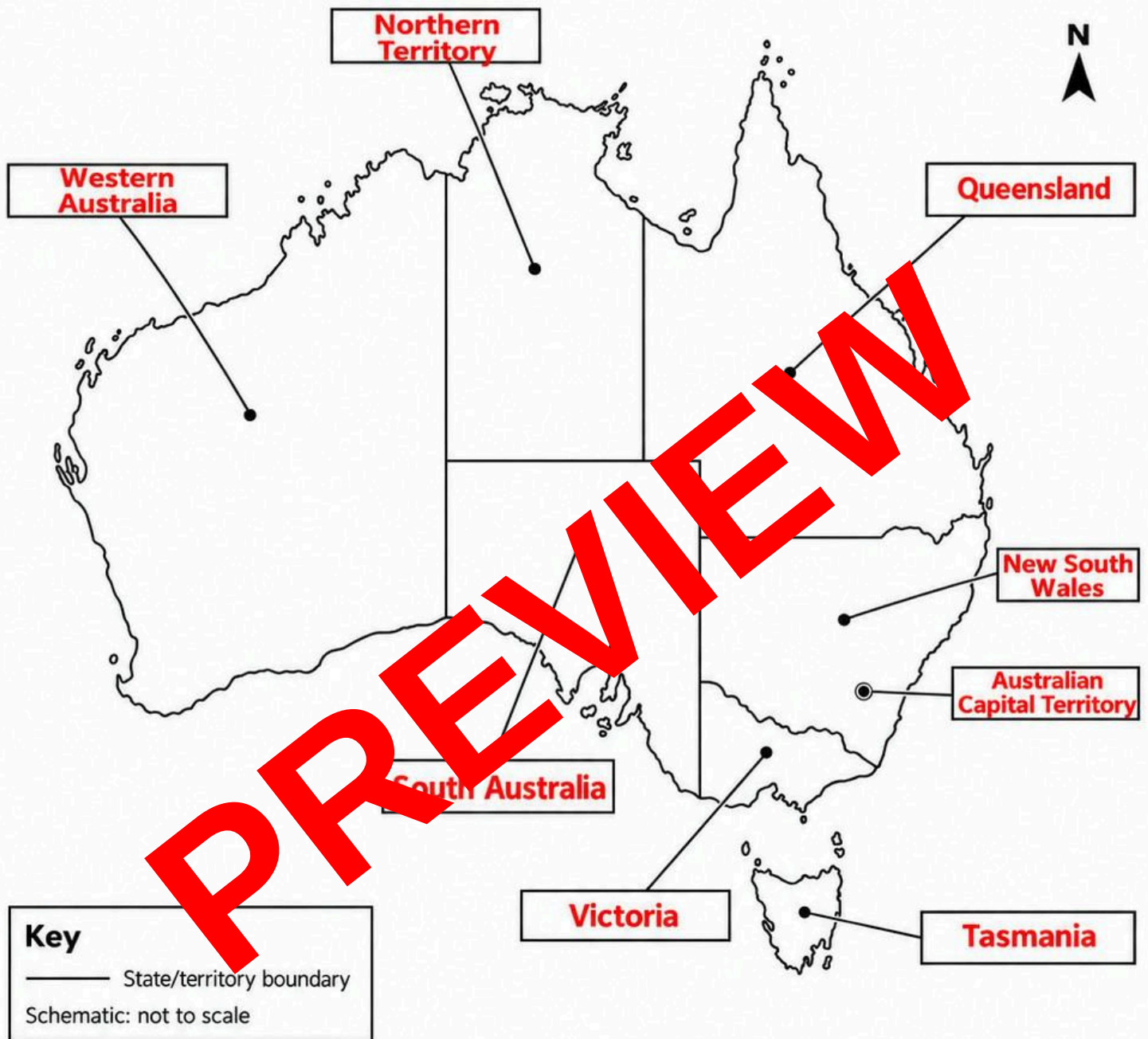
Word bank

Western Australia	Northern Territory	South Australia	Queensland
New South Wales	Victoria	Tasmania	Australian Capital Territory

Describe one location using a direction word.

Australia Represented

Name: **ANSWERS**



Word bank

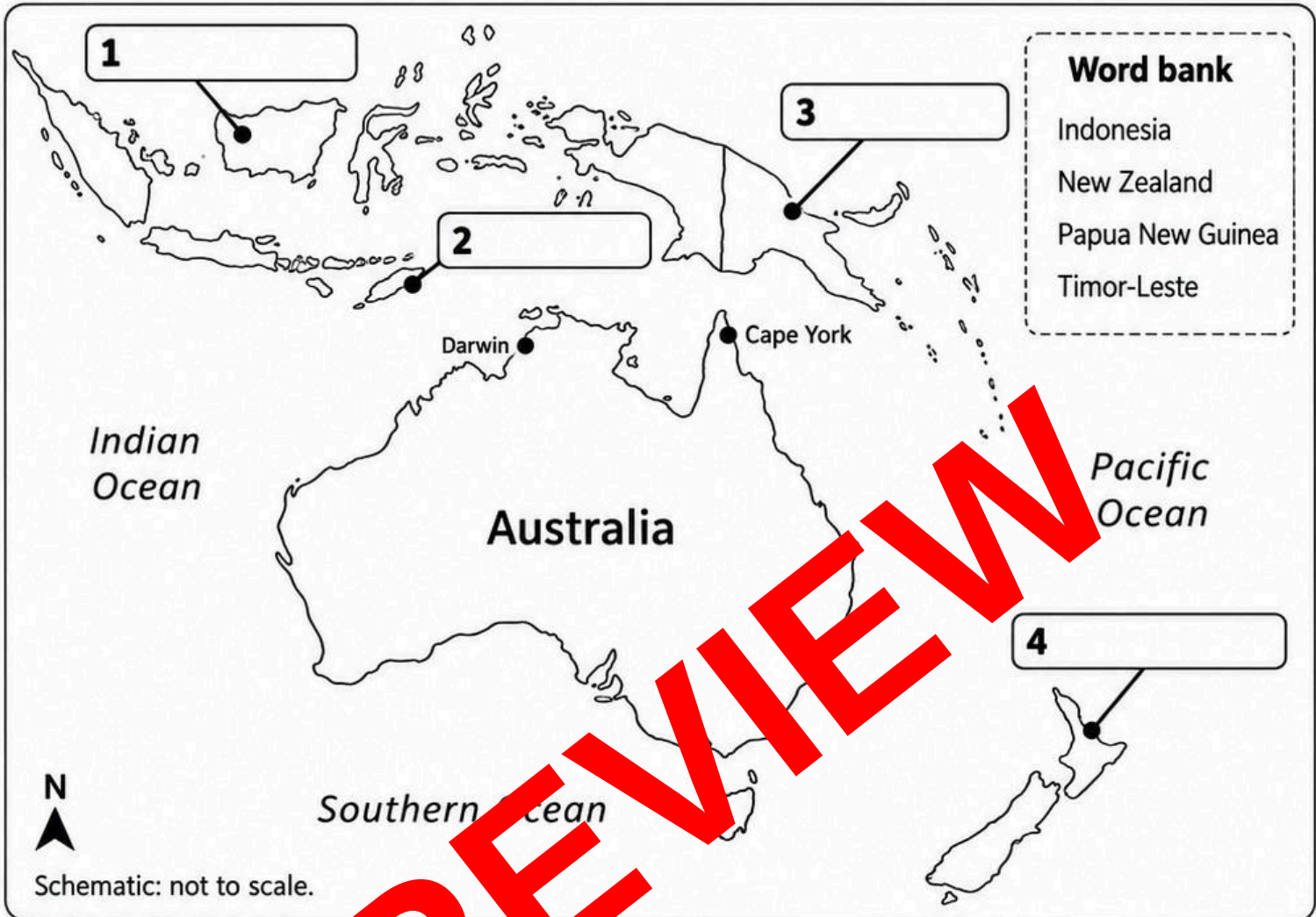
Western Australia	Northern Territory	South Australia	Queensland
New South Wales	Victoria	Tasmania	Australian Capital Territory

Describe one location using a direction word.

Tasmania lies south of Victoria.

Neighbouring Places

Name: _____



1 Write a caption to tell where this country is in relation to Australia.

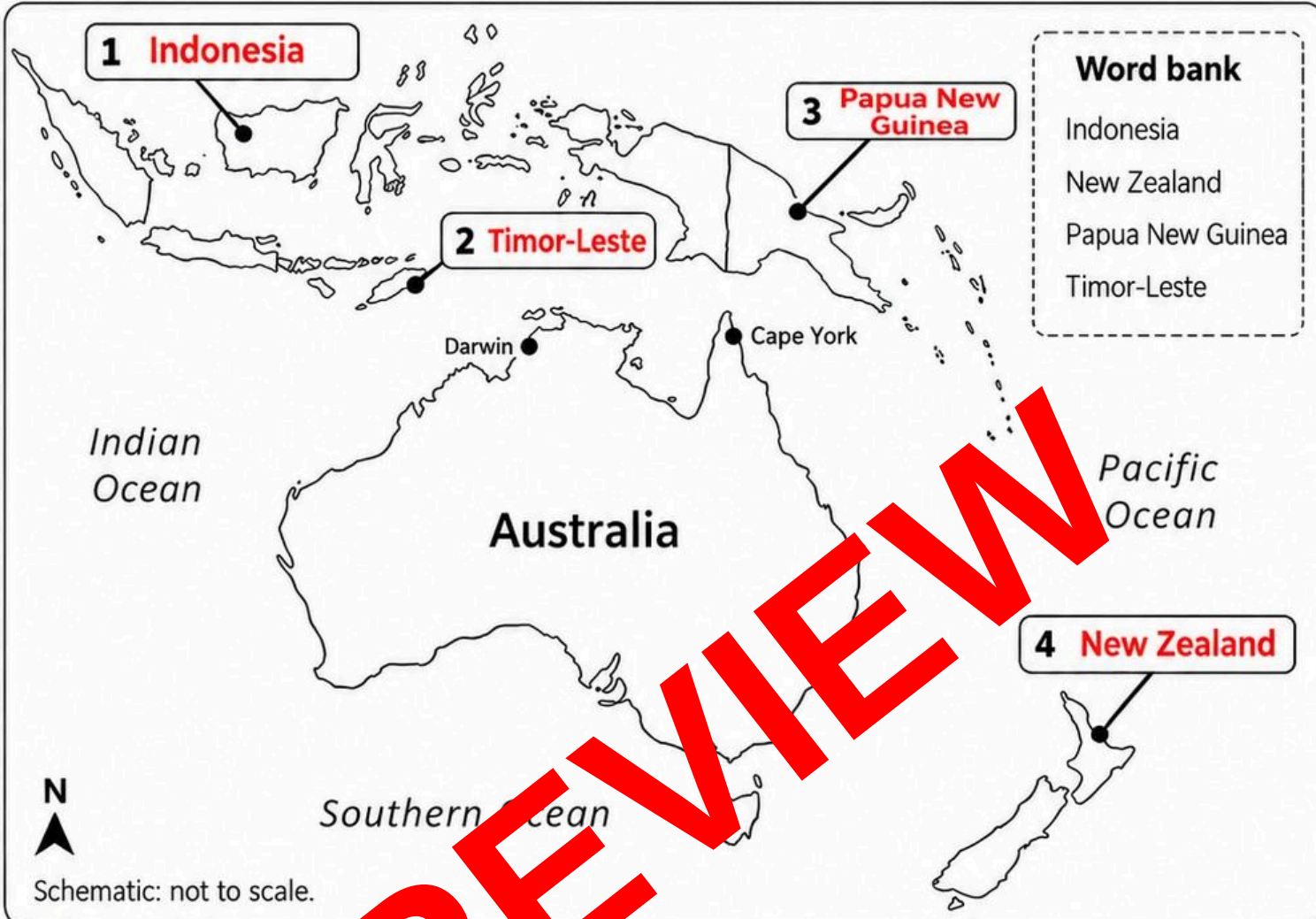
2 Write a caption to tell where this country is in relation to Australia.

3 Write a caption to tell where this country is in relation to Australia.

Sources used to check one caption:

Neighbouring Places

Name: **ANSWERS**



1 Write a caption to tell where this country is in relation to Australia.
Indonesia lies mainly north and north-west of Australia.

2 Write a caption to tell where this country is in relation to Australia.
Timor-Leste lies north-west of Darwin.

3 Write a caption to tell where this country is in relation to Australia.
Papua New Guinea lies north of Cape York.

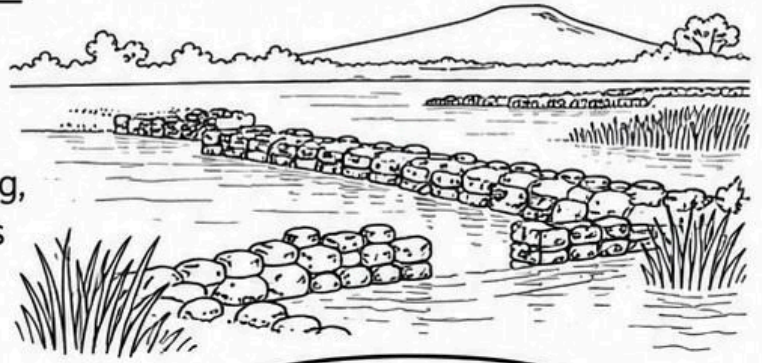
Sources used to check one caption:

Geoscience Australia reference map and Case and Source Card 2.

Country Connections

Name: _____

At Budj Bim in south-western Victoria, Gunditjmara people developed channels, weirs and ponds to manage water for kooyang, or short-finned eels. Knowledge, connections and management continue today.



Water

Structures

Budj Bim
Country Connections

Kooyang

Knowledge and care

Explain two lines using because.

1.

2.

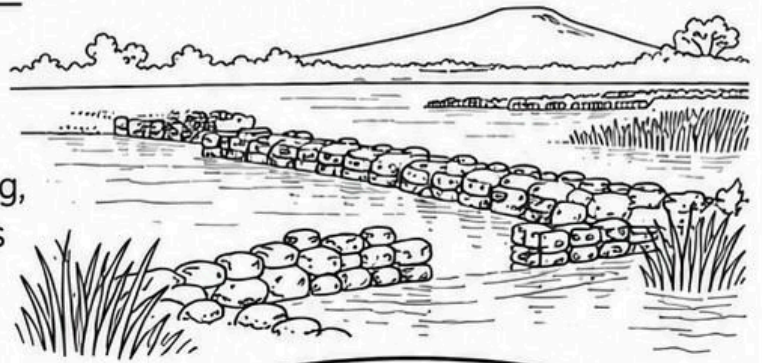
Source name:

A question I still have:

Country Connections

Name: **ANSWERS**

At Budj Bim in south-western Victoria, Gunditjmara people developed channels, weirs and ponds to manage water for kooyang, or short-finned eels. Knowledge, connections and management continue today.



Water

Water flow is managed.

Structures

Channels, weirs and ponds.

Budj Bim

Country Connections

Kooyang

Short-finned eels depend on water.

Knowledge and care

Gunditjmara knowledge and continuing management.

Explain two links using because.

1. **Channels and weirs matter because they manage water flow for kooyang.**

2. **Knowledge and care matter because people understand and continue managing the system.**

Source name:

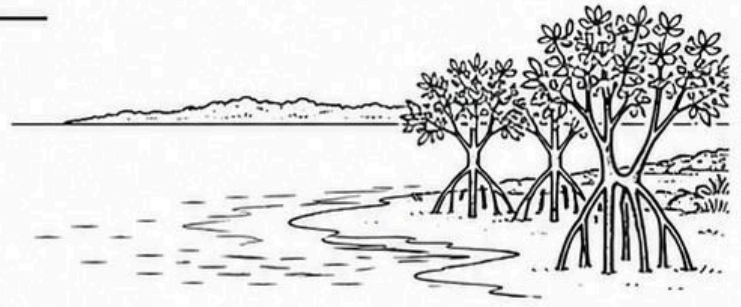
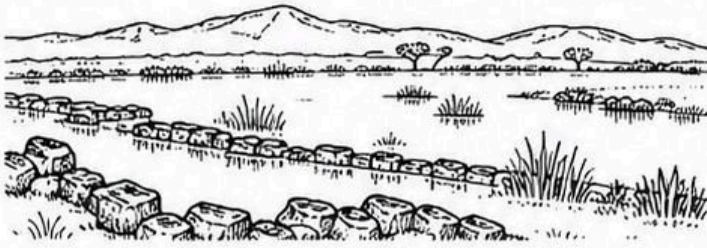
UNESCO World Heritage Centre

A question I still have:

Whose present-day views could help us learn more about care?

Different Environments and Knowledge

Name: _____



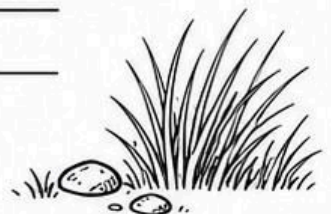
	Budj Bim	Yawuru teacher-view reference Use the authorised source view your teacher discusses.
Named place		
Source name		
A connection discussed in class		

Why can we not use one example for every community?

One observation in my own locality

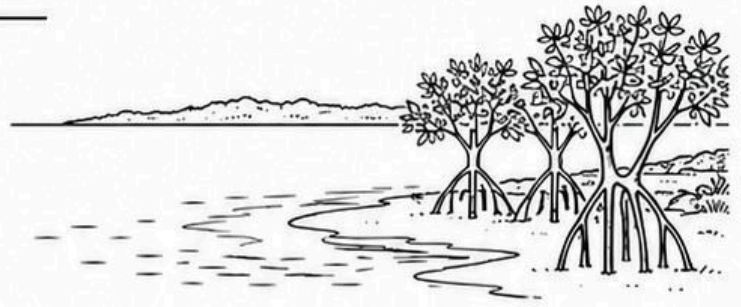
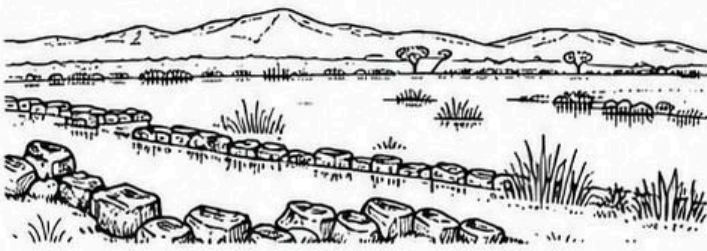


A suitable local source to check



Different Environments and Knowledge

Name: **ANSWERS**



	Budj Bim	Yawuru teacher-view reference Use the authorised source view your teacher discusses.
Named place	South-western Victoria	Broome
Source name	UNESCO World Heritage Centre	BIM: Yawuru calendar (view only)
A connection discussed in class	Gunditjmara knowledge and continuing water management for kooyang.	A named source connected to a particular place and community.

Why can we not use one example for every community?

Communities, environments and experiences differ. One named example cannot represent everyone.

One observation in my own locality

I notice trees beside a local path.



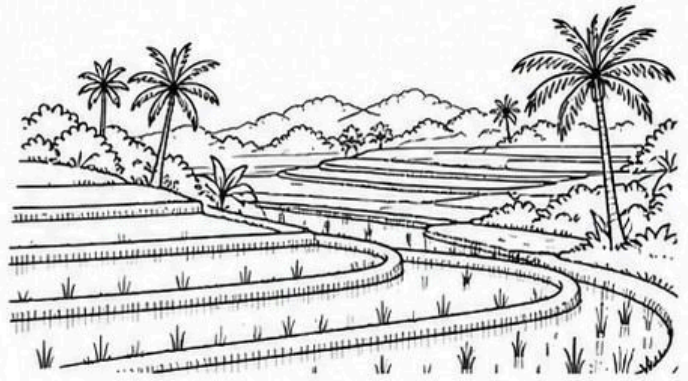
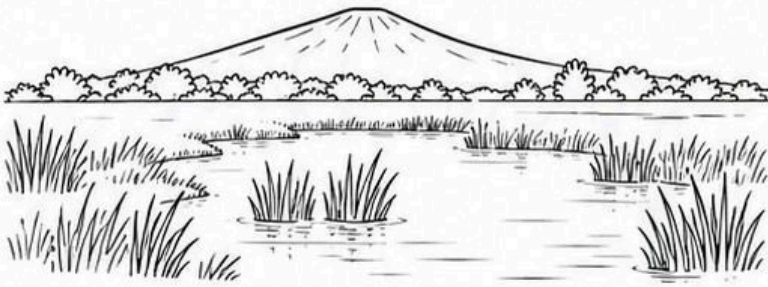
A suitable local source to check

A school-approved Traditional Owner source for local names and knowledge.



Compare Two Places

Name: _____



Criterion	Budj Bim	Bali subak landscape
Location		
Climate		
Vegetation		
Water management		

A similarity, with evidence:

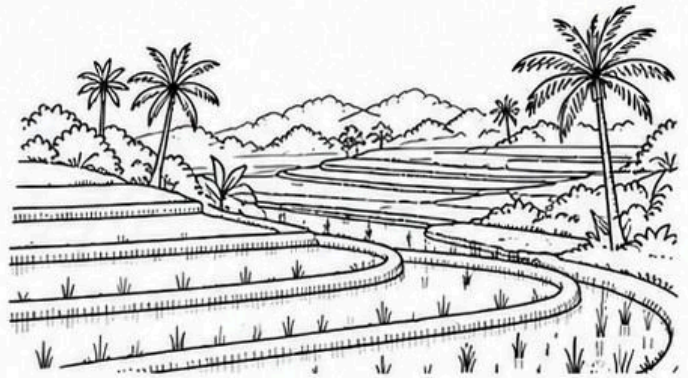
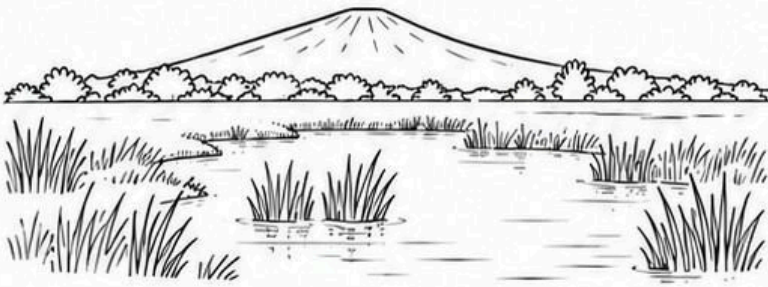
A difference, with evidence:

Classify one feature and explain:

A limit to our comparison:

Compare Two Places

Name: **ANSWERS**



Criterion	Budj Bim	Bali subak landscape
Location	South-western Victoria, Australia	Bali, Indonesia
Climate	Temperate	Tropical, with wet and dry seasons; higher areas can be cooler.
Vegetation	Wetland plants	Rice crops and other tropical plants.
Water management	Gunditjmara channels, wells and ponds for kooyang.	Subak channels share irrigation water for rice.

A similarity, with evidence:

Both landscapes use managed water.
UNESCO describes water systems in each.

A difference, with evidence:

Budj Bim supports kooyang.
Bali subak supports rice irrigation.

Classify one feature and explain:

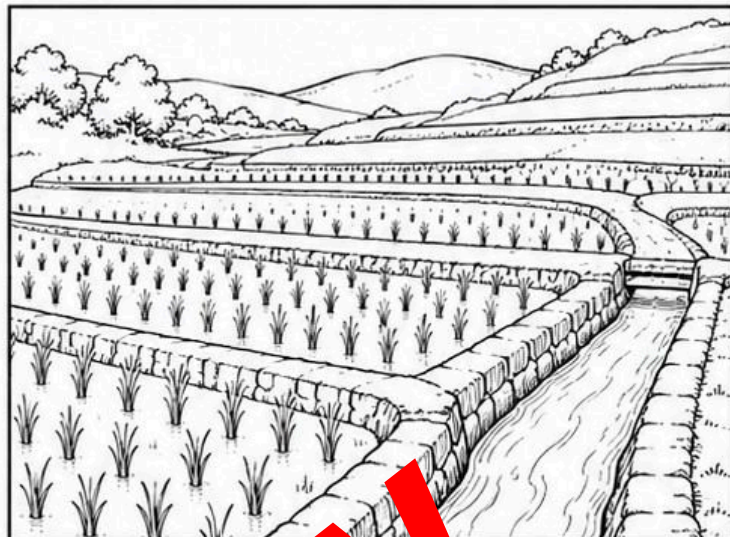
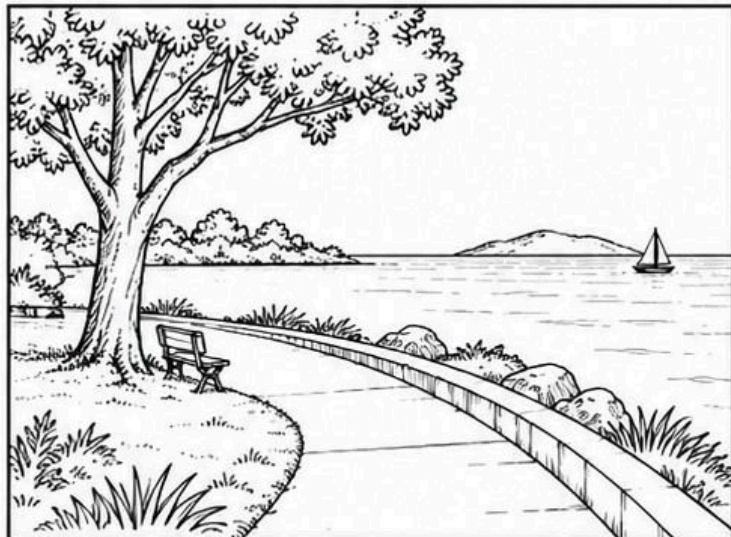
A constructed canal is built because people made it.

A limit to our comparison:

These named landscapes do not represent every place or community in either country.

Reading Visual Evidence

Name: _____



Original practice illustrations, not documentary photographs

1. Describe one thing you can observe in each scene.

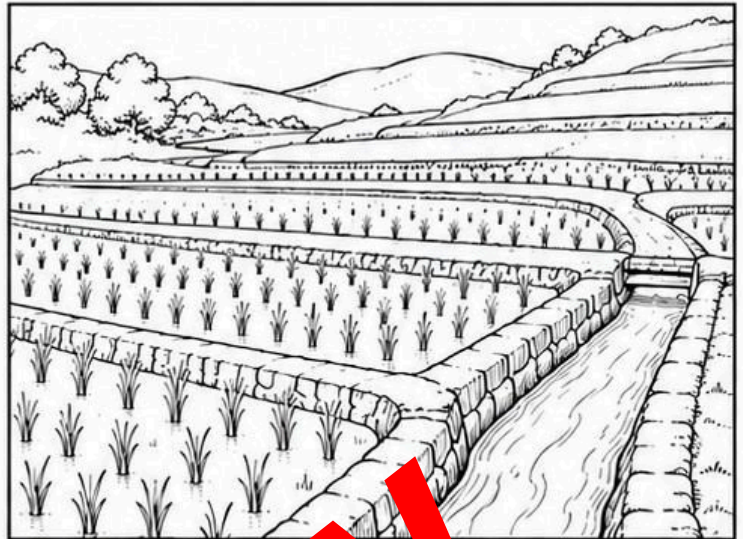
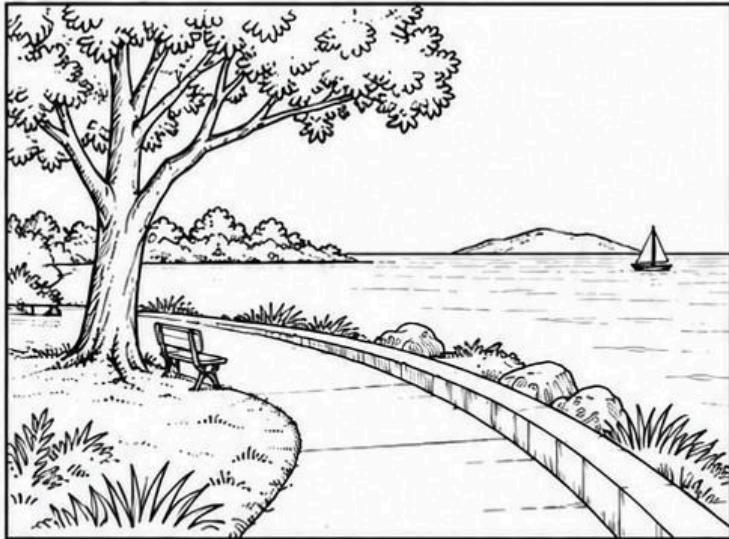
2. Choose one of the scenes. What can you infer from the image? Give your reason.

3. What cannot you tell from these images?

4. What other source could help you find out more?

Reading Visual Evidence

Name: **ANSWERS**



Original practice illustrations, not documentary photographs

1. Describe one thing you can observe in each scene.

The left scene shows a tree, water and a built path.

The right scene shows plants on terraces and a canal.

2. Choose one of the scenes. What can you infer from the image? Give your reason.

The canal may carry water to the fields because it runs beside the fields.

This is an inference.

3. What cannot you tell from these images?

I cannot tell the exact country, who manages the place or its long-term climate.

4. What other source could help you find out more?

A named place source and a climate map could help check these ideas.

Build the Atlas Argument

Name: _____

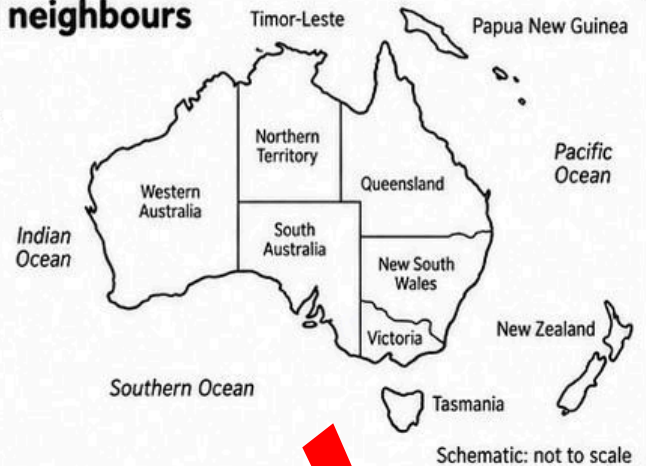


1. Location map: checked states, territories and neighbours

- ☐ I have checked and labelled the six states and two territories.
- ☐ I have checked and labelled Australia's neighbouring countries.
- ☐ I have checked and labelled the surrounding oceans and seas.
- ☐ My map is neat and easy to read.

Selected evidence: _____

Source: _____



2. Country/Place: named people, relationship and continuing care

- ☐ I have named the people connected to this Country/Place.
- ☐ I have described a relationship with this Country/Place.
- ☐ I have included an example of continuing care.
- ☐ I have used information from my folio.

Selected evidence: _____

Source: _____



3. Place comparison: same location, climate, vegetation and management

- ☐ I have compared the same location, climate or with another place.
- ☐ I have described the climate.
- ☐ I have described the vegetation.
- ☐ I have described how the place is or could be managed.

Selected evidence: _____

Source: _____



My conclusion: _____

A meaningful limit: _____

One respectful panel improvement: _____

Build the Atlas Argument

ANSWERS

Name: _____

1. Location map: checked states, territories and neighbours

- ☐ I checked the six states and two principal mainland territories studied.
- ☐ I checked the four nearby countries.
- ☐ I used a title, directions and key.

Selected evidence: Checked W02 map and W03 direction captions.

Source: Geoscience Australia reference map.

2. Country/Place: named people, relationship and continuing care

- ☐ I named the people and place.
- ☐ I explained a continuing relationship.
- ☐ I used an appropriate named source.

Selected evidence: Gunditjmara water management for country continues.

Source: UNESCO: Budj Bim Cultural Landscape

3. Place comparison: same headings, climate, vegetation and management

- ☐ I used the same headings for both places.
- ☐ I explained a similarity and difference.
- ☐ I supported my comparison with named sources.

Selected evidence: Budj Bim and Bali both manage water; their purposes differ.

Source: UNESCO: Budj Bim and Bali; BOM climate map.

My conclusion: Named places differ; compare using the same headings.

A meaningful limit: Two landscapes cannot represent every community.

One respectful panel improvement: Name the specific people, place and continuing care.

Atlas Conference



Schematic: not to scale

Name: _____

My map decision and its reason

My Country/Place explanation and source

My place comparison and source

A question, my response and a limitation

I used evidence.

☐

I named sources.

☐

I considered another viewpoint.

☐

Atlas Conference



Schematic: not to scale

Name: ANSWERS

My map decision and its reason

I used a north arrow to locate Papua New Guinea north of Cape York. My schematic does not show accurate distances.

My Country/Place explanation and source

Gunditjmara knowledge links water management and kooyang at Budj Bim. UNESCO describes continuing relationships and care.

My place comparison and source

Budj Bim and Bali both use managed water. Budj Bim supports kooyang; Bali subak supports rice irrigation. Source: UNESCO case descriptions.

A question, my response and a limitation

Whose viewpoint is missing? An appropriate Traditional Owner source could add a community viewpoint. An illustration cannot show every perspective.

I used evidence.

☐

I named sources.

☐

I considered another viewpoint.

☐

Respectful Place Proposal

Name: _____

Fictional panel to improve

“All Australia is the same.
Country connections ended long ago.
One rice-field photo tells us about
every Indonesian person.”



Two changes I recommend:

1.

2.

Source evidence for one change:

Likely effects on visitors and the named community:

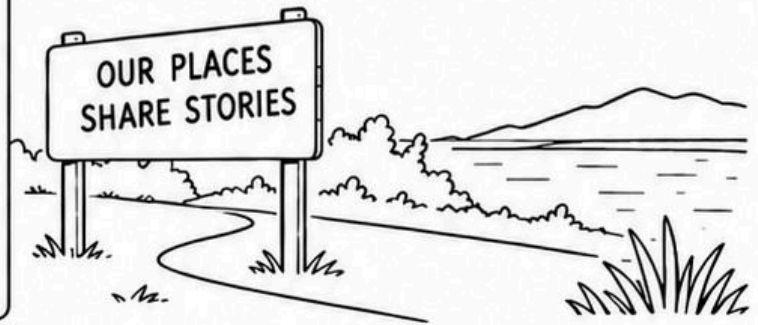
A viewpoint or permission still needed:

Respectful Place Proposal

Name: **ANSWERS**

Fictional panel to improve

“All Australia is the same.
Country connections ended long ago.
One rice-field photo tells us about
every Indonesian person.”



Two changes I recommend:

1. Name Gunditjmara people at Budj Bim and explain continuing care.
2. Describe Bali subak as a named water-management system, rather than all indonesia.

Source evidence for one change:

UNESCO describes Gunditjmara water management for kooyang and continuing relationships at Budj Bim.

Likely effects on visitors and the named community:

Visitors gain more accurate information.
The named community's connection is acknowledged.

A viewpoint or permission still needed:

An appropriate community viewpoint and permission for cultural wording.

Assessment: Atlas Evidence

Name: _____

Task: Use your checked map and folio. Explain Australia's states/territories and nearby countries, a named Country/Place relationship and a same-criteria place comparison. You may speak, draw, write, dictate or use a communication device.

My planner and evidence

What I will explain	Evidence selected	Source name
1. Location map Australia's states/territories and nearby countries.		
2. Country/Place connection A named Country/Place relationship.		
3. Place comparison A comparison using the same criteria.		

Checklist

✓ = yes □ = not yet

Tick when you have included the item in your response.

- ☐ My map shows and labels the six states and two principal mainland territories studied.
- ☐ My map shows and labels nearby countries.
- ☐ My map uses a title, directions, key and accurate labels.
- ☐ I have included a named Country/Place relationship.
- ☐ I have named the people connected to the Country/Place.
- ☐ I have explained how the people continue to care for the Country/Place.
- ☐ I have compared two places using the same criteria (climate, vegetation or a feature).

Agreed response mode (teacher to record)

☐ speak ☐ draw ☐ write ☐ dictate ☐ communication device ☐ other: _____

Assessment: Explanation and Transfer

Name: _____

Page 2 of 2

1. Explain one map decision and its reason.

2. Explain a named Country/Place interconnection with source evidence.

3. Explain a similarity and a difference between Budj Bim and Bali including climate or vegetation.

4. New case: classify the features of this practice park and state one uncertainty.



Original practice illustration

5. Propose a respectful visitor-panel change and explain a likely effect.

Source names:

A question asked and my response:

Teacher evidence notes:

Rubric: Australia and Its Neighbours

Name: _____

Dimension	Developing	Sound	Extending
Accurate understanding	Location, relationship or feature gaps in responses about Australia and its neighbours.	Accurate map, continuing named relationship and same-criteria comparison between places.	Justified transfer of understanding to a new situation or place, with qualifications.
Evidence and inquiry	Source and claim unconnected or source not identified clearly.	Relevant questions, named sources and checked records used to find information.	Evaluates limitations of sources or considers missing perspectives.
Explanation and application	Names facts about Australia and its neighbours without links.	Explains a connection and similarity and difference between places using evidence.	Defends reasoning in a new case or real-life situation.
Reflection and responsibility	Proposed action lacks evidence or does not consider effects on people or places.	Proposes a sourced improvement and explains likely effects on people or places.	Weights another viewpoint or possible unintended effect before suggesting a course of action.

Judge the understanding shown. A support need or response mode does not determine achievement.
Do not score neatness, confidence or personal disclosure.

Next learning step (teacher):

Lesson 1: Different maps, different purposes



Our learning

I can explain what a political map shows.

I can explain why Country/Place needs a different source.

PREVIEW

A starting question

Which map would help you find a state?

What would you ask to learn about people's connections to that place?

PREVIEW

Words for our inquiry

A representation shows selected information.

A boundary marks a limit.

Country/Place includes continuing relationships with land, waters and community.

PREVIEW

A political map

This map names states and territories.

Its lines help us locate political divisions.

It does not explain every connection people have with a place.

Based on: Geoscience Australia Australia General Reference Map (CC BY 4.0; simplified)

Country/Place and continuing connection

Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups. Each include many communities. Learn about a named Country/Place from its Traditional Owners and appropriate sources.

A shared example

Question: Which state contains Melbourne?

Use the political map: Victoria.

A different question about County needs a different source.

PREVIEW

Your investigation

Use W01. Compare the purposes of the two sources described.

Write one question for a political map and one question about Country/Place.

Explain what each source cannot tell us.

PREVIEW

Evidence and perspectives

Ask who made the representation and what it is for.

A state border does not establish a country boundary.

Check local names with a school approved Traditional Owner source.

PREVIEW

Learning check

Can a state map alone tell us the Traditional Owners of our school's Country/Place? Explain your answer.

PREVIEW

A possible explanation

We need an appropriate local Traditional water source.

A political map shows states and territories.

Country/Place connections are diverse and continue today.

PREVIEW

Our reflection

Explain one map purpose and one limitation.

Keep a question that you want to investigate.

PREVIEW

Well Done!

Lesson 2: Australia represented



Our learning

I can locate six states and the two mainland territories studied here.

I can use a title, direction arrow, key and clear labels.

PREVIEW

A starting question

Name a place and its larger location.

For example: Melbourne, Victoria, Australia.

Which parts are a city, a state and a country?

PREVIEW

Words for our inquiry

State and territory are political divisions.

A city is a settlement.

A key explains symbols.

“Not to scale” means distances cannot be measured from this drawing.

PREVIEW

States and territories

States: Western Australia, South Australia, Queensland, New South Wales, Victoria and Tasmania

Territories studied: Northern Territory and Australian Capital Territory. Australia has other territories too.

Based on: Geoscience Australia Australia General Reference Map (CC BY 4.0; simplified)

An accurate location map

Tasmania is an island south of Victoria.

The ACT lies within New South Wales. Canberra is in the ACT.

Label the small ACT with a clear outline.

Keep north at the top.

Based on: Geoscience Australia Australia General Reference Map (CC BY 4.0; simplified)

A shared example

Find Victoria and New South Wales. Victoria is south of New South Wales.

Locate Tasmania across Bass Strait.

Use the map key to explain a boundary symbol.

PREVIEW

Your investigation

Use W02 and the verified reference map.

Label the six states and the two territories studied.

Complete the map key and direction arrow.

Add a caption using a collection word.

PREVIEW

Evidence and perspectives

Compare your map with the reference.

Check coast and island positions, labels and the ACT callout.

Correct a location using evidence rather than guessing.

PREVIEW

Learning check

Is Canberra a state?

Where is Tasmania relative to Victoria?

Explain why a schematic needs to be “not to scale”.

PREVIEW

A possible explanation

Canberra is a city and Australia's national capital. It is in the ACT.

Tasmania lies south of Victoria.

A schematic shows location relationships, not measurable distances.

PREVIEW

Our reflection

Show one accurate location and explain the map convention.

PREVIEW

Well Done!

PREVIEW

Lesson 3: Neighbouring places



Our learning

I can locate Indonesia, Timor-Leste, Papua New Guinea and New Zealand.

I can describe locations relative to Australia.

PREVIEW

A starting question

What information helps you decide whether a place is north or south?

Find north before naming a direction

PREVIEW

Words for our inquiry

Neighbouring means nearby. Countries can be neighbours across water.

An island has water around it.

A continent is a large landmass.

PREVIEW

Neighbours across water

Indonesia lies mainly north and north-west of Australia.

Timor-Leste lies north-west of Darwin.

Papua New Guinea lies north of New York.

New Zealand lies south-east of mainland Australia.

Based on: Geoscience Australia Australia General Reference Map (CC BY 4.0; simplified)

Country and region

Indonesia and Timor-Leste are in Asia. Papua New Guinea and New Zealand are in Oceania.

Australia is a country and is commonly described as a continent.

A broad region and a political country are different kinds of location.

Based on: United Nations Statistics Division, Geographic Regions

A shared example

Use the north arrow. Compare Cape York with Papua New Guinea.

Complete: Papua New Guinea is north of Cape York.

Use named reference points for precise captions.

PREVIEW

Your investigation

Use W03. Label the four neighbouring countries.

Add three direction captions.

Use a map and a named source card to check one statement.

Record the source name

PREVIEW

Evidence and perspectives

A schematic preserves important location relationships.

It simplifies coasts and distances.

Do not use it to calculate travel distance or to assume that every nearby country is in Asia.

PREVIEW

Learning check

Which neighbour is north of Cape York?

Which is south-east of mainland Australia?

Are all four neighbours in Asia?

PREVIEW

A possible explanation

Papua New Guinea is north of Cape York. New Zealand is south-east of mainland Australia.

The four neighbours are not all in Asia.

Indonesia and Timor-Leste are in Asia. Papua New Guinea and New Zealand are in Oceania.

Based on: United Nations Statistics Division, Geographic Regions

Our reflection

Read a caption aloud or point to its location.

Name the source that helped you check.

PREVIEW

Well Done!

PREVIEW

Lesson 4: Country connections



Our learning

I can explain a connection between Gundamara people, water and kooyang.

I can support the explanation with a named source.

PREVIEW

A starting question

What might change if a channel changes the flow of water?

Share a prediction, then check it against the source.

PREVIEW

Words for our inquiry

Interconnection means linked relationships.

Kooyang are short-finned eels.

A weir helps control water flow.

Custodianship involves continuing care and responsibility.

PREVIEW

Budj Bim Cultural Landscape

In south-western Victoria, Gunditjmara people developed an extensive system of channels, weirs and ponds. They used local volcanic rock and knowledge of water and kooyang.

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape

A continuing relationship

Managing water supported trapping, storing and harvesting kooyang.

Gunditjmara connections, knowledge and management continue today.

Country/Place includes relationships and responsibility, as well as a location.

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape

A shared example

Claim: water, knowledge and kooyana are connected.

Evidence: channels and weirs manage water flow.

Explanation: changing the water flow supports the aquaculture system.

PREVIEW

Your investigation

Read the original source summary on WUOLAH.

Complete the relationship diagram.

Explain two links using “because”.

Name the source and one question you still have.

PREVIEW

Evidence and perspectives

UNESCO provides a public heritage account.

It does not give us permission to invent our Elders' story, a sacred symbol or everyone's personal experience.

Use named, respectful contribution.

PREVIEW

Learning check

Why is “Gunditjmara people live near water” an incomplete explanation of interconnection?

PREVIEW

A possible explanation

It names a location but misses the relationship.

A fuller explanation connects water management, kooyang, knowledge and continuing care, with evidence from the named source.

PREVIEW

Our reflection

Explain a link in your diagram.

Identify whose knowledge and Country/place are example concerns.

PREVIEW

Well Done!

Lesson 5: Different environments and knowledge



Our learning

I can compare two named Country/Place examples.

I can explain why one example cannot represent every First Nations community.

PREVIEW

A starting question

What did the Budj Bim example teach us about water and responsibility?

Which people and place did that source name?

PREVIEW

Words for our inquiry

Diversity means there are differences within and between groups.

A seasonal indicator is an environmental sign.

Attribution names the person, community or source of information.

PREVIEW

Two named places

Budj Bim is a Gunditjmara example in south-western Victoria.

The Yawuru calendar is a teacher-view reference connected to Broome.

Discuss the authorised source view. Do not copy its calendar, words or artwork.

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape; Teacher-view reference: Bureau of Meteorology, Yawuru calendar

Distinct and diverse peoples

Aboriginal Peoples and Torres Strait Islander Peoples are distinct broad groups.

The museum describes Brian Robinson's Kala Lagaw Ya and Wuthathi heritage and was born on Waiben (Thursday Island). His named experience does not represent every community.

Based on: Australian National Maritime Museum, Brian Robinson

A shared example

Use the same questions: Which place? Who is named? What connection does the source explain? Compare the answers, then explain the link. Do not turn place-specific knowledge into universal Australian calendar.

PREVIEW

Your investigation

Use W05. Record the places and source names.

Compare one connection discussed in class.

Write one reason to avoid generalising.

Add one observation from your own locality, without calling it an Indigenous calendar.

PREVIEW

Evidence and perspectives

Local environmental observations are our own records.

Local Traditional Owner names and knowledge require appropriate local sources and protocols.

The teacher checks the school-approved attribution.

PREVIEW

Learning check

Is the Yawuru seasonal calendar a universal calendar for Australia?

Does Brian Robinson stand for every Torres Strait Islander person?

PREVIEW

A possible explanation

Each example concerns named people and a particular place.

We need appropriate sources for other places and communities.

One person's work or experience cannot stand for everyone.

PREVIEW

Our reflection

Explain one difference between the examples and one limit to your comparison.

PREVIEW

Well Done!

PREVIEW

Lesson 6: Compare two places



Our learning

I can compare Budj Bim and Bali using the same readings.

I can classify features and use source evidence.

PREVIEW

A starting question

Can a wetland include both natural features and things people manage or build?

Give a reason for your answer.

PREVIEW

Words for our inquiry

Natural features form through natural processes.

Managed features involve deliberate care or change.

Constructed features are built.

Climate means usual weather patterns over many years. Vegetation is plant life.

PREVIEW

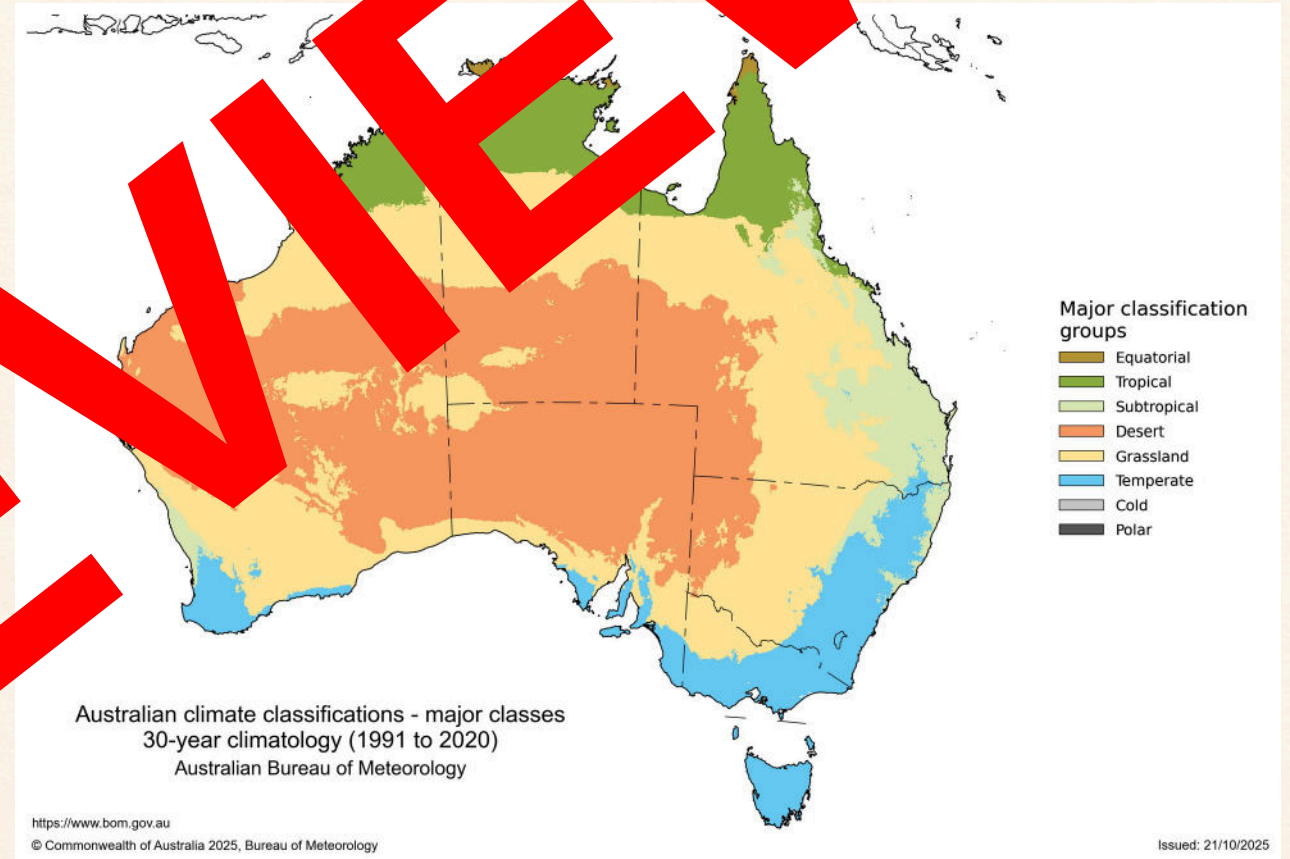
Budj Bim: features and climate

Natural: volcanic rock, wetlands and plants.

Managed: water flow for kooyang.

Constructed: channels and weirs.

The Australian climate map places this south-west Victorian area in a temperate region.



Based on UNESCO, Budj Bim. Map: Bureau of Meteorology, © Commonwealth of Australia. CC BY 4.0. Climate classifications, 1991–2020.

Bali: features and climate

Bali's subak landscape includes volcanic slopes, rice terraces, canals and water temples.

Farmers cooperate in water management.

Bali has a tropical climate. Conditions vary with height and location.

Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali Province; Climate context: Indonesia Ministry of Tourism, Bali

A shared example

Compare water management using the same heading

Budj Bim: manage water for kooyang. Balinese: water for rice cultivation.

Both connect people and water. Their purposes and cultures differ.

PREVIEW

Your investigation

Use W06 and the named source cards.

Compare location, climate, vegetation and water management.

Classify a feature at each place.

Explain one similarity and one difference with evidence.

PREVIEW

Evidence and perspectives

One feature can fit more than one category if you explain why.

The sources describe particular landscapes

They do not show all of Australia or all of Indonesia

PREVIEW

Learning check

Why compare places using the same headings?

Can one photograph prove the climate of a whole country?

PREVIEW

A possible explanation

The same headings make a fair comparison. They show similarities and differences without selecting unrelated features.

Climate needs evidence across many years. One photograph is limited to its scene and time.

PREVIEW

Our reflection

Give one source-supported comparison.

Name a claim you cannot make from these cases.

PREVIEW

Well Done!

Lesson 7: Reading visual evidence



Our learning

I can distinguish what an image shows from what I infer.

I can explain a limitation of visual evidence.

PREVIEW

A starting question

A picture shows a tree beside water.

Can we tell how much rain fell all year?

What extra source would we need?

PREVIEW

Words for our inquiry

Observation describes what we can see.

Inference is a reasoned idea beyond what we directly see.

A source's origin tells us who made it, where and when.

PREVIEW

A picture and its limits

A photograph records a view at a particular time. An illustration is a designed representation.

Neither shows every place or person in a country.

Ask about the maker, location, date and purpose.

Two original practice scenes

Scene A shows a coastal park with trees and a built path.

Scene B shows a terraced field and a canal.

These are illustrations, not photographs or measured evidence about a real country.

A shared example

Observation: I can see a canal in Scene B.

Inference: people may manage water here.

Limit: the illustration does not prove how the system works or how much rain falls.

PREVIEW

Your investigation

Use W07. Annotate visible features in both scenes.

Write an observation, an inference and a limitation.

Name an additional source that could check the inference.

PREVIEW

Evidence and perspectives

For a real-photo check, the teacher can show a credited image on the official Budj Bim or Boonsoo source page.

Identify what that view shows and what it omits.

Consider whose perspective is absent.

Learning check

Someone says, “This field proves that all people in Indonesia grow rice.”

What is wrong with that conclusion?

PREVIEW

A possible explanation

One view cannot represent every person's experience.

The source describes a specific scene.

A broader claim needs relevant evidence from other places and perspectives.

PREVIEW

Our reflection

State one observation and one limit.

Suggest a suitable source to answer a remaining question.

PREVIEW

Well Done!

Lesson 8: Build the atlas argument



Our learning

I can connect a location map, a Country/Place explanation and a place comparison.

I can support a conclusion with sources.

PREVIEW

A starting question

Which records from our inquiry could support an atlas explanation?

Choose evidence for a claim rather than choosing the neatest page.

PREVIEW

Words for our inquiry

An annotation explains a feature or decision.

A conclusion follows from evidence.

A source label tells the reader where information came from.

PREVIEW

An atlas with three strands

Include a checked Australia-and-neighbours location map.

Explain a named Country/Place interconnection.

Compare place features using the same criteria.

Use your existing records and sources.

PREVIEW

A model conclusion

Both Budj Bim and Bali connect people and water management.

The UNESCO accounts describe different purposes and communities.

This supports a comparison of these landscapes, rather than a claim about every person.

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape; Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali Province

A shared example

Claim: these landscapes include managed water.

Evidence: Budj Bim's weirs and Bali's canals.

Explanation: people influence water flow for different purposes.

Limit: the cases do not describe even a part of either country.

PREVIEW

Your investigation

Use W08 as an atlas planner.

Choose your W02/W03 map and your W04/W06 evidence.

Draft an explanation and add source names.

Propose one respectful improvement to a place-information panel.

PREVIEW

Evidence and perspectives

Ask a partner to check all three strands.

Where is the evidence? Whose knowledge is needed?

Which claim needs qualification?

Revise a specific gap.

PREVIEW

Learning check

Does an atlas with a colourful map but no Country/Place explanation meet our inquiry?

Explain what evidence it still needs

PREVIEW

A possible explanation

The atlas needs all three strands.

A map alone does not explain continuing Country/Place connections or compare features.

Add the relevant source as a explanations.

PREVIEW

Our reflection

Identify one supported conclusion and one change that improved your explanation.

PREVIEW

Well Done!

Lesson 9 Athens conference



Our learning

I can explain my atlas using evidence.

I can answer a question and revise my conclusion if evidence requires it.

PREVIEW

A starting question

Choose one claim from your atlas.

Which specific source or record supports it?

What can the source not tell us?

PREVIEW

Words for our inquiry

A conference is a discussion about evidence.

A justified explanation connects a claim to relevant information.

An alternative viewpoint may change or improve an account.

PREVIEW

A model conference

Question: Why did you include the ACT callout?

Answer: the ACT is small and sits within New South Wales.

The callout makes the label readable. My schematic is not a distance map.

Based on: Geoscience Australia Australia General Reference Map (CC BY 4.0; simplified)

Country/Place evidence

Question: What does your Budj Bim explanation show?

Answer: Gunditjmara knowledge and structures manage water for kooyang.

The source also describes continuing management today.

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape

A shared example

A partner asks, “Does Bali represent all Indonesia?”

Respond with your named source, the particular landscape and a limitation.

Use evidence to qualify the claim.

PREVIEW

Your investigation

Use W09 and your atlas evidence.

Explain the map, Country/Place link and make a comparison.

Answer a partner or teacher question.

Name your sources and one meaningful limitation.

PREVIEW

Evidence and perspectives

A question may reveal missing evidence.

Say what you can explain and what you need to check.

Revise a specific claim rather than pretending certainty.

PREVIEW

Learning check

Which answer is stronger?

“Both places are the same.”

“Both manage water, but their purposes and communities differ.”

Explain why.

PREVIEW

A possible explanation

The second answer compares a shared feature and a difference.

It keeps the named places and purposes visible.

Relevant source evidence makes it stronger.

PREVIEW

Our reflection

Record one question and your evidence-based response.

Explain one revision or limitation.

PREVIEW

Well Done!

Lesson 10: Respectful place proposal



Our learning

I can recommend an evidence-based improvement to a visitor-information panel.

I can consider effects on different people.

PREVIEW

A starting question

What could a visitor misunderstand if a person treats one place as an entire country?

Which source could help improve it?

PREVIEW

Words for our inquiry

A proposal recommends a change.

An effect is a likely result.

Responsible representation is accurate, attributed and clear about limits.

PREVIEW

A fictional panel to improve

“All Australia is the same. Country connections ended long ago. One rice-field photo tells us about every Indonesian person.”

This is an invented fault example for discussion.

PREVIEW

A sourced improvement

Name the particular landscape and its sources.

Explain continuing Country/Place connection.

Use evidence for similarities and differences.

Avoid generalising one view to every place or person.

Based on: UNESCO World Heritage Centre, Bali, Bali Cultural Landscape; Based on: UNESCO World Heritage Centre, Cultural Landscape of Bali Province

A shared example

Change: name Gunditjmara people and continuing care at Budj Bim.

Reason: the heritage source describes ongoing relationships and management.

Likely effect: visitors gain a more accurate account.

PREVIEW

Your investigation

Use W10. Recommend two changes to the fictional panel.

Support a change with a source.

Explain a likely effect on visitors and the named community.

Identify a perspective the panel still needs.

PREVIEW

Evidence and perspectives

Students can propose better wording and attribution.

A real panel's community wording needs appropriate permissions and consultation.

We do not pretend to speak for a community or publish this practice panel.

PREVIEW

Learning check

Would adding a generic “Aboriginal pattern” fix the panel?

What would make the proposal accurate and respectful?

PREVIEW

A possible explanation

A decoration does not correct an inaccurate account.

Use the named source, continuing correct and precise place information.

Respect cultural permissions and identify missing perspectives.

PREVIEW

Our reflection

Explain your change, supporting evidence and likely effect.

Name one part that requires further consultation.

PREVIEW

Well Done!

Australia and Its Neighbours Unit Quiz



How to take part

You may speak, point, draw, write, dictate or use a communication device.

Explain your reasoning where the question asks for it.

Discuss each question before reviewing its explanation.

PREVIEW

Question 1

Why compare places using the same headings?

PREVIEW

Question 1: explanation

The same location, climate and vegetation criteria make a fair comparison. They reveal similarities and differences without stereotypes. Accept any equivalent explanation using consistent criteria.

PREVIEW

Question 2

Is the Yawuru seasonal calendar a universal calendar for Australia?

PREVIEW

Question 2: explanation

No. It is connected to a named community and place around Broome. Other places and communities need their own appropriate sources.

PREVIEW

Question 3

Name the six states and the two mainland territories studied in this unit.

PREVIEW

Question 3: explanation

Western Australia, South Australia, Queensland, New South Wales, Victoria and Tasmania. Northern Territory and Australian Capital Territory. Other Australian territories exist beyond this lesson's scope.

PREVIEW

Question 4

Where is Tasmania relative to Victoria? Is Canberra a state?

PREVIEW

Question 4: explanation

Tasmania is south of Victoria, across Bass Strait. Canberra is a city in the Australian Capital Territory and Australia's national capital.

PREVIEW

Question 5

Which neighbouring country lies north of New York? Which lies south-east of mainland Australia?

PREVIEW

Question 5: explanation

Papua New Guinea lies north of Cape York. New Zealand lies south-east of mainland Australia. Use the north arrow and named reference points.

Based on: Geoscience Australia Australia General Reference Map (CC BY 4.0; simplified)

Question 6

Explain one connection at Budj Bim using a named source.

PREVIEW

Question 6: explanation

UNESCO describes Gunditjmara channels and weirs that manage water for kooyang. Accept and verify accurate source-based link including knowledge, water management or continuing care.

Based on: UNESCO World Heritage Centre, Budj Bim Cultural Landscape

Question 7

Can a canal be both constructed and part of a managed landscape?

PREVIEW

Question 7: explanation

Yes. People build the canal and manage the water flow.
Natural, managed and constructed features can occur
together when the classification is explained.

PREVIEW

Question 8

What is a limitation of one photograph of a rice terrace?

PREVIEW

Question 8: explanation

It shows a particular view at a time. It cannot show every place or person, or prove long-term climate. It needs a relevant limitation and a source that could check a claim.

PREVIEW

Question 9

New case: an illustrated park has trees, a planted garden and a built path. Classify the features and explain any possible overlap.

PREVIEW

Question 9: explanation

Trees may be natural vegetation or planted / managed. The garden is managed and the path constructed. The illustration does not reveal each tree's origin. Accept justified categories and uncertainty.

Question 10

New case: a visitor panel says, “All First Nations communities have one Country and one calendar.” Propose a change and explain its likely effect.

PREVIEW

Question 10: explanation

Name the specific people and place, acknowledge diversity and continuing connections, and use appropriate sources. A better panel can reduce misleading generalisations. Cultural wording still requires appropriate consultation.

PREVIEW

Our reflection

Which explanation used strong source evidence?

Which question would you investigate next?

Share a limitation and an appropriate source to check it.

PREVIEW

Well Done!