









Topic: Observing landscapes

Considering landscapes in the local area

Lesson concepts

-  Observable changes occur in the sky and landscape
-  Science involves describing changes
-  People use science in their daily lives
-  Investigations can explore and answer questions
-  Observations can be collected and recorded
-  Information can be sorted
-  Observations can be compared with others
-  Observations and ideas can be represented and communicated

Today students will:

- ▶ observe, describe and classify local landscape types and features.

Resources

Digital

Slideshow — Types of landscapes

Optional — Viewing frame (rectangular window cut from firm/strong cardboard like a cereal box)

Key terms

constructed environment, managed environment, natural environment

For definitions and explanations of terms, please see the [Glossary](#).

Learning alerts

Be aware of students:

- thinking that all landscapes are the same
- thinking that landscapes are constant and unchanging.

Suggested next steps for learning

- Explain that there are many different landscapes, with different features.
- Explain that landscapes change: natural, managed or constructed changes.

Lesson

Share prior knowledge about landscapes

1. Discuss landscapes with students.

Say to students

‘ You have been observing features of the sky. In this lesson, you will be observing features of the landscape.

The landscape is everything you can see as you look out across the land, like when you look through the window.

Take a look through a window now and tell me what you see. ’



Focus question

Q. *What can you see in this landscape?*

A. For example: trees, sky, clouds, fences, grass, house, field, road.

i. <http://www.morguefile.com/archive/display/62217>

Say to students

“ This is a farm, so it’s called a farm landscape. ”

Focus question

Q. *What other types of landscapes do you know about?*

A. For example: beach, mountains, city.

Say to students

“ There are many different types of landscapes, such as a beach, country, city, mountain and lake landscape. ”

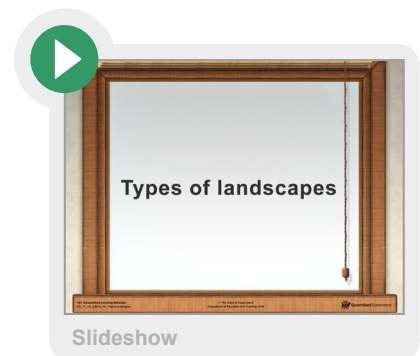
Scientists use features of landscapes to sort them into different groups. Some landscapes are natural, like the mountains and forests; some are constructed by people, like cities; and some are managed by people, like farms or parks. Managed landscapes contain constructed features and natural features, but are controlled or managed by people.

We are going to take a look at some pictures of landscapes and try to work out:

- what sort of landscape each one is
- whether it might be natural, managed or constructed. ”

2. View the **Slideshow — Types of landscapes.**

As you view each landscape, use the following questions to focus student observations.



Focus questions

Q. *What sort of landscape do you think this might be?*

A. For example: garden, park, city.

Q. *Do you think it would be natural, managed or constructed?*

Say to students

‘ By observing landscapes, we learn about them and how to care for them in daily life. ’

Investigate landscapes in local area

Say to students

‘ We are going to go for a walk around our yard or neighbourhood to see what types of landscapes we can see in our local area. We’ll look for natural, constructed and managed landscapes. ’

3. You may like to make a rectangular viewing frame from firm/strong cardboard, like a cereal box.

Note

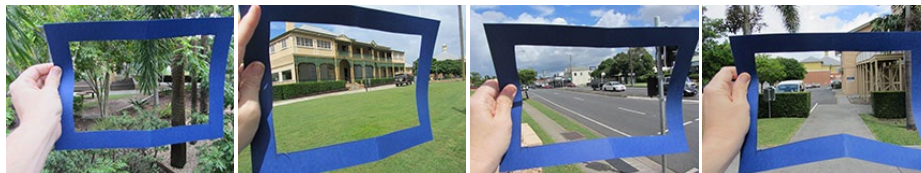
Follow these steps to make a viewing frame:



Say to students

‘ You need to hold the frame out in front of you and look at the landscape (including the sky). You can observe the features of the landscape and sky to decide what sort of landscape it is. ’

For example:



4. Explain the safety rules for an outside field trip:

- Wear a hat and sunscreen.
- Wear sensible shoes.
- Wear sunglasses (if possible).
- Stay with an adult.
- Never look directly at the sun because it can damage your eyes.

5. Discuss the focus questions while looking at different landscapes.

Focus questions

- Q. *What sort of landscape can you see?*
 A. For example: a bushland, city, park.
- Q. *Do you think it would be natural, constructed or managed?*

Classify landscapes

6. Ask students to describe how the different landscape types would be cared for. You could go back and look at the slideshow - Types of landscapes to help the student answer these focus questions.

Focus questions

- Q. *How are the constructed areas cared for (for example: the house)?*
 A. For example: People look after them by painting them; cleaning them; making repairs to them.
- Q. *How are the managed areas cared for (for example: farm, garden)?*
 A. For example: People look after them by watering them; weeding them; mowing them.
- Q. *How are the natural areas cared for (for example: forests, bushland)?*
 A. For example: They care for themselves; nature cares for them; people need to protect them.

Represent landscape in local area

7. a. Ask students to draw a picture of a landscape found in their local area, including observable features, in their Science journal.
- b. Ask students to name the type(s) of landscape they've drawn, to describe the observable features in their drawing and how these features represent the type of landscape.

Focus questions

- Q. *What type(s) of landscape have you drawn?*
 A. For example: natural.
- Q. *What observable features have you drawn?*
 A. For example: trees, grass, bushes.
- Q. *Why do you think this is a (for example: natural) landscape?*
 A. For example: because it takes care of itself and people don't have to do anything except protect it.