















#### Topic: Observing landscapes

### Considering landscapes of Australia and the world

#### Lesson concepts

-   Observable changes occur in the sky and landscape
-   Science involves asking questions and describing changes
-  People use science in their daily lives
-  Questions can be responded to, posed and predictions made
-  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:

- ▶ investigate a variety of landscape types.

#### Resources

##### Digital

Slideshow — Landscapes of Australia and other countries

Sheet 4 — Sorting landscapes

##### Find and prepare

Photographs of landscapes taken on a walk

Materials to make a landscape representation, for example:  
paints, crayons, collage materials, glue (optional)

#### Key terms

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 to students that there are many different types of landscapes.
- Explain to students that landscapes can change.

## Lesson

### Explore a variety of landscapes

#### Say to students

“ We are going to look at some photos of landscapes. Some of them might be similar to what we have in our local area, and some will be different. Some are in Australia and some are in other countries around the world.

We'll see some natural landscapes, some managed landscapes, and some constructed landscapes.

Look carefully at the photos and describe the landscapes you can see. ”

1. View the **Slideshow — Landscapes of Australia and other countries** and discuss the features and types of the landscapes in the photos of:
  - places in Australia
  - places in other countries.



#### Note

##### Australian landscapes

Slide 3: Uluru (Northern Territory), The Three Sisters (Blue Mountains, NSW), Daintree rainforest (North Queensland), Mount Kosciuszko (Snowy Mountains, NSW) — natural landscapes

Slide 5: Gold Coast buildings, Brisbane expressway, Sydney Opera House and Sydney Harbour Bridge (NSW), heritage-style house (Queensland) — constructed landscapes

Slide 6: maze, garden (Babinda), farmland — managed landscapes

## Note

### Landscapes from other countries

Slide 9: Mt Etna (Italy), Iguazu Falls (Argentina and Brazil), forest (Germany), Monument Valley, Arizona (USA) — natural landscapes

Slide 10: mangroves (Dominican Republic), beach (Columbia), Lake Klontal (Switzerland), Sahara Desert (North Africa) — natural landscapes

Slide 11: Petra (Jordan), London (England), Great Wall of China (China), Pyramids of Giza (Egypt) — constructed landscapes

2. Discuss the types of landscapes.

### Focus questions

Q. *What are the types of landscapes you saw in the slideshow?*

A. For example: natural, constructed and managed.

Q. *What sort of features did the natural landscapes have?*

A. For example: trees, rocks, water

Q. *What sort of features did the constructed landscapes have?*

A. For example: buildings, bridges, roads, lights, people

Q. *What sort of features did the managed landscapes have?*

A. For example: plants growing in neat rows, grass that had been cut, people

Q. *What could happen if people decided to build a building in the Daintree rainforest (slide 3)?*

A. For example: Some trees or bushes might get chopped down

Q. *What could happen if people stopped maintaining the built environment: for example, they stopped fixing the houses or roads when they got holes?*

A. For example: the buildings might fall over and no-one could drive on the roads anymore.

Q. *What could happen if people stopped taking care of the managed environment, for example: they stopped mowing the grass?*

A. For example: Other plants might start to grow, the area might begin to go back to being the natural environment.

## Classify landscapes

3. Display **Sheet 4** — [Sorting landscapes](#).
  - a. Ask students to cut out the landscape pictures.
  - b. Ask students to:
    - suggest how they could sort the pictures into groups (for example: types of landscapes)
    - sort the pictures into the groups 'natural', 'constructed' and 'managed'
    - glue them into the correct boxes on **Sheet 4**.
    - list three or four features of each type of landscape.
4. Ask students to identify observable features of each group.

### Focus questions

Q. *What features can you see in this group of landscapes?*

A. For example: trees, bushes, mountains, water, red sand.

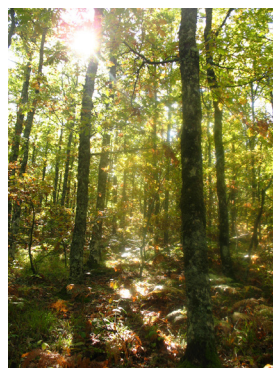
Q. *Which features appear in more than one picture?*

A. For example: plants, mountains, water.

5. Ask students to:
  - a. select a picture that shows more than one type of landscape, for example, a landscape that has a combination of constructed and/or natural and/or managed parts.
  - b. identify the observable features in the picture and the types of landscape.
6. Explain to students that some landscapes can be changed.

### Say to students

Imagine there is a city (a constructed landscape) beside a forest (a natural landscape) and the people in the city need more houses.



i. <http://www.morguefile.com/archive/display/86231>

ii. <http://www.morguefile.com/archive/display/166761>

### Focus questions

Q. *What do you think could happen?*

A. For example: People might cut down the forest to make room for houses.

Q. *How do you think this will affect the natural forest landscape?*

A. For example: The trees will die; the animals won't have anywhere to live.

Q. *What type of landscape might the forest become?*

A. For example: probably a constructed landscape but some natural parts might be left

Q. *What do you think would happen if we built cities on all the natural landscapes in the world?*

A. For example: The wild animals would have nowhere to live; lots of beautiful places would be destroyed.

### Say to students

“ This is one of the reasons that scientists use their knowledge of landscapes to make decisions that will protect natural landscapes and make constructed landscapes healthy places to live in. ”

### Represent a landscape type

### Say to students

“ You are now going to have the opportunity to choose a landscape of any type and make a picture of it. You can draw, paint or make a collage of your chosen landscape. ”

7. a. Provide the materials and allow students time to make their representations.
- b. When finished, support students to share their ideas about the type of landscape/s they have made and the features they have shown.