Oxford Australian Curriculum Atlas
Years 5–6 suggested pre-assessment and assessment activities

The following table lists suggested pre-assessment and assessment activities that can be used in conjunction with the *Oxford Australian Curriculum Atlas Years 5–6 Professional Support*.

Where applicable, the table lists the activity and activity number from the relevant topic in the *Oxford Australian Curriculum Atlas Years 5–6 Professional Support* that can be used as a pre-assessment or assessment activity. It also lists any suggested modifications that can be made to the activity.

**Legend**
- **PA**: Pre-assessment
- **A**: Assessment

<table>
<thead>
<tr>
<th>PS Page</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>13</td>
<td><strong>Earth in space</strong></td>
<td>As a class, share what you already know about planets. Hold a class discussion listing the reasons why Pluto is no longer classified as a planet. <strong>PA</strong></td>
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<td><em>Modify Activities 1 and 2 as follows:</em> Create a table representing the data 'Distance from the Sun', 'Diameter' and 'Time to orbit the Sun' on pages 20–21 of the atlas. Then construct a graph to represent the same data. Choose the type of graph you think best represents the data (e.g. bar graph, column graph, pie chart, dot graph). <strong>A</strong></td>
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<td>14</td>
<td><strong>Volcanoes and earthquakes</strong></td>
<td>Modify Activity 1 as follows: Brainstorm how volcanoes are formed, and why earthquakes occur. How are volcanoes and earthquakes related? Then look at the map showing the tectonic plates on page 23 of the atlas. As a class, discuss what you notice about the locations of major earthquakes and volcanoes. <strong>PA</strong></td>
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<td>Investigate another major earthquake or volcano eruption that happened in the past century. You can choose to present your research in a poster, written report or as a narrative from the perspective of a person affected by the event. Can you identify which tectonic plate movements were responsible for those geological events? <strong>A</strong></td>
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<td>15</td>
<td><strong>Managing natural disasters</strong></td>
<td>1. Create a flow chart to describe one of the natural disasters on pages 24–25 of the atlas (use Activity Sheet 5). Conduct additional research to ensure your flow chart contains the right information. <strong>PA</strong></td>
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<td>7. Research how Australia and other countries were affected or involved in the 2004 tsunami in Indonesia. Draw a mind map (use Activity Sheet 8) representing the relationships between different countries and how they were affected, or how they assisted those in need. <strong>A</strong></td>
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<td>16</td>
<td>Natural disasters in Australia</td>
<td>In pairs, discuss all the different types of natural disasters that occur in Australia. What are the most recent examples of each type of disaster?</td>
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<td>5.</td>
<td>Research one of the well-known bushfires in Australia's history and write an explanation about the impact it had. Conclude with dot points about any scientific discoveries made about the fire, and any decisions the government made about managing bushfire disasters more successfully.</td>
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<td><strong>People adapting to environments</strong></td>
<td>As a class, brainstorm and share your responses to the questions ‘What is an environment?’, ‘What is an adaptation?’ and ‘How are they linked?’&lt;br&gt;2. Choose two environments (e.g. desert and snow) and complete a compare-and-contrast matrix (use Activity Sheet 15). Conduct research to find at least two different groups of people who live in each environment and list some of the general adaptations of people living there.</td>
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<td><strong>Australia’s climate and vegetation</strong></td>
<td>In pairs, discuss what climate and types of vegetation are dominant in your state. Verify this by looking at pages 40–41 of the atlas.&lt;br&gt;3. Draw and label the four layers of a rainforest. There are two types of rainforest: tropical (found near the equator) and temperate (found further from the equator). Each rainforest is divided into four layers: the emergent layer (above the canopy in full sun), the canopy layer (has the most trees and varieties of plants and receives some light), the understorey (receives very little light) and the forest floor (receives even less light). Different types of animals and plants thrive in each layer depending on their adaptations. After you have drawn the layers of the rainforest, research one type of rainforest and draw and label some of the plants and animals in each layer. List some of their adaptations for living and surviving in the rainforest.</td>
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<td><strong>Survival in Australia's deserts</strong></td>
<td>In pairs, discuss the environmental features of deserts. What would a living creature need in order to survive in a desert environment?&lt;br&gt;3. Research a native Australian plant group (e.g. the eucalypt family). Write an information report on the plant group, including some of the different types and their adaptations. Include a labelled diagram that shows some of the adaptations.</td>
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<td><strong>Where do we live?</strong></td>
<td>2. List the pros and cons of living in a capital city.</td>
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<td>Page</td>
<td>Activity</td>
<td>Task</td>
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<td>4. Investigate the access that remote communities have to services. How do people living in isolated areas gain access to medical attention, education, transport links, food and so on? Consider services such as the School of the Air and the Royal Flying Doctor service. Look at how access to services in these areas has changed over time with the advancement of technology.</td>
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<td>28</td>
<td>Caring for places</td>
<td>Complete a think-pair-share (Use Activity Sheet 3) to discuss the question: ‘What are the different ways that human activities impact the environment?’ Can you come up with some examples from your personal experiences?</td>
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|      |                     | 3. A new town needs to be planned and constructed. Your job as the town planner is to consider how this town could be laid out. On the site of the new town are a national park, a river that runs into the ocean and habitats for many native animals. Create an ideal plan for this new town that includes the following amenities, while having minimal impact on the existing environment:  
- food and retail shops  
- a kindergarten, a primary school and a secondary school  
- at least two parks and ovals  
- a community centre  
- a medical centre  
- a leisure centre  
- housing sites  
- public transport. |
|      | Australia’s minerals and energy | Modify Activity 4 as follows:  
4. Discuss the following before starting the topic: Mining makes up 38 per cent of Australia’s total exports and is our most important industry. What do you think will happen when our mining resources run out? |
|      |                     | 6. Write an exposition (use Activity Sheet 17) on ‘Why the use of non-renewable energy resource should be reduced’ or ‘Why non-renewable energy resources should continue to be mined’. |
| 29   |                     | 29. Australia’s minerals and energy Modify Activity 4 as follows:  
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| 30   | Renewable energy    | Think about the conditions of your local area. What would be the most appropriate source(s) of renewable energy to harness in your area? What would be the least appropriate source(s)? Why? |
|      |                     | 4. Investigate solar power and draw a mind map (use Activity Sheet 8) detailing the different ways solar power can be used. |
| 31   | Making electricity  | 1. Draw a mind map (use Activity Sheet 8) showing as many renewable and non-renewable sources of energy as you can. Include whether or not these sources are currently used in Australia to generate electricity and write your opinion of each energy source. |
|      |                     | Using mind maps, posters, diagrams or any other suitable medium, reflect on what you have learnt about making electricity. |
| 32   | Power in the home   | With a partner, share some tips to use electricity safely at home. |
Modify question 5 as follows:
5. Create a table detailing the type of appliances in your home that use electricity. Details could include the name of the appliance, where it is found in your home and whether you think it has a high or low electricity usage. Design a survey (or use one online) to determine the use of electricity in the home among you and your classmates. Present the results in tables and graphs. Discuss how much electricity is used, the cost of the electricity and the effect on the environment. How could energy usage be reduced in the home?

33 Australia and Asia
2. Tourism is a major industry for Australia. Asian countries provide a significant proportion of tourists to Australia. In groups, create a list of what you believe are the top 10 reasons why international visitors come to Australia. Share the lists with the class.

Modify Activity 4 as follows:
4. Australia provides aid to many countries for different reasons. Choose three countries from the 'Australian aid in Asia−Pacific' map on page 61 of the atlas and deliver a presentation (oral, multimedia, posters, charts, etc.) on the kind of aid Australia provides to these countries.

34 World population
Modify Activity 1 as follows:
1. Discuss the difference in living conditions and lifestyles between a country such as Monaco, with the highest population density, and countries such as Australia or Mongolia, with a very low population density. Then review 'Where are the most crowded countries?' on page 63 of the atlas.

4. The world population is about seven billion. Many countries are over-populated and struggle to provide food, housing and education to their growing populations. About 90 per cent of the population lives on only 10 per cent of the land. Write a letter to Australia's Prime Minister about how we could stop population crowding so people in all countries live in healthy conditions and have all their basic needs met.

35 Contrasts in living conditions
5. Have a class discussion on needs and wants. What are your needs and wants? What would be the needs and wants of a child your age in a developing country? What should every child have, no matter where in the world they live?

2. Countries that have poor living and health conditions are considered ‘developing’. Choose a developing country and investigate the life expectancy of its people, living conditions, common diseases, and access to food, drinking water and medical care. Compare this information to Australia.

36 Refugees
1. As a class, discuss refugees. Use the following questions to guide the discussion: What is a refugee? Why does Australia protect refugees? How can refugees get to Australia? Why does someone become a refugee? Why would refugees want to come to Australia?

Modify Activity 2 as follows:
2. Undertake a ‘roving debate’ on the topic ‘Australia should accept all asylum seekers’. A roving debate is where you ask a question, and allocate one end of the activity space to ‘strongly agree’ and the opposite end to ‘strongly disagree’. Students stand somewhere along this space, depending on their opinion of the topic. The teacher’s job is...
to have students justify why they are standing where they are and to encourage interactive discussions. As students share their thoughts, everyone is free to change their position in the activity space, as another student may raise a point that changes their original opinion on the topic. After this discussion, students write an argumentative or persuasive text justifying their position.

### 37 First Australian colonies

Ask students what they already know about why the British established settlements in Australia.

3. Choose one of the penal colonies listed in the table on page 69 of the atlas and answer the following questions. Present answers on a poster, in a multimedia presentation, on a web page, or by another method of your choosing.

- Where was this penal colony located and why was it established here? Include a map to show this.
- Why was it established?
- In what year was it established?
- How many convicts inhabited this penal colony?
- What might a normal day have included for the convicts who lived here?
- In what year did it stop operating as a penal colony?

### 38 Colonial settlement

Ask students to pair up and write down what they already know about the lives of people in Australia’s colonial past. Can they think of different resources (e.g. websites, libraries) they could use to find out more information?

3. Write a recount about living in Australia in the 1800s from the perspective of a free settler, an Aboriginal or Torres Strait Islander person, or a farmer.

### 39 Gold rush

Read a poem from the gold rush era (such as Henry Lawson’s *Roaring Days*) to the class. Ask them to jot down their thoughts and feelings as they listen or sketch out scenes depicted in the poem.

3. Choose one of the following writing tasks:

- a narrative set in the gold rush era
- a recount from the perspective of a gold miner living in Ballarat in 1854
- an information report on the Eureka Stockade or the gold rush
- a front-page newspaper article about the discovery of gold or the Eureka Stockade—include images to complement your article
- a procedure on how to pan for gold or how to make a sluice
- an explanation of how shafts were used to mine for gold.

### 40 Exploration

7. Why did/do people explore? Create a mind map (use Activity Sheet 8) that considers the possible motivations of explorers in Australia’s history. Then complete research to see if you can find out the motivations of some of Australia’s famous explorers.

1. Write a report on one of the following: the crossing of the Blue Mountains by Blaxland, Lawson and Wentworth; the crossing of the Nullarbor Plain by Eyre and Wylie; the expedition of Burke and Wills; the expedition of Hume and Hovell; Leichhardt’s expedition.

### 41 Federation

Brainstorm and imagine what life was like at the time of Federation. For inspiration, search the Internet for songs.
### Population and Migration

1. Create a suitcase from a cardboard box. Imagine you are migrating to another country. Choose up to five special items you could not leave behind. Create a luggage tag for each item. On each tag, write a description of the item and why it is so special. Decorate your suitcase and present it to the class.

2. Write a biography of a key person involved in Australia’s path to Federation (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick) and what their role was.

3. Create a mind map (use Activity Sheet 8) that shows why people have migrated to Australia since 1788. Consider events in Australia’s history that may have contributed to increases in migration.

### Indigenous Rights

Modify Activity 2 as follows:

2. Ask students to start a KWL (‘what we know, what we want to learn, and what we have learned’) sheet about the stolen generations. Consider the following questions: Who did the stolen generations affect? Why don’t some people believe in the stolen generation? After the topic has been taught, students complete their KWL sheet.

5. Look at the flags of the Aboriginal and Torres Strait Islander peoples. Investigate the meaning of the features of the flags. Design a new flag for Australia that incorporates the ideas of all flags. Include an explanation of each element of your new flag design.

### Government

Modify Activity 2 as follows:

2. There are three levels of government in Australia: local, state and federal. Before starting the topic, students complete Activity Sheet 37. They then break into pairs to conduct research to check their work. As a class, discuss the choices made and create a final list.

3. Research and write an information report on the role of a person in or an aspect of the Australian government system (e.g. prime minister, governor-general, Upper House, Lower House, High Court, elections, political parties).