

OXFORD ATLAS⁺

FOR AUSTRALIAN SCHOOLS

5–6

HASS | STEM | Inquiry | Coding

**SAMPLE
CHAPTERS**

**UNCORRECTED
PAGE PROOF**

OXFORD

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ATLAS⁺
FOR AUSTRALIAN SCHOOLS

5–6

HASS | STEM | Inquiry | Coding

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Oxford Atlas+ for Australian Schools goes beyond a traditional atlas series by providing comprehensive coverage of the Science and Humanities and Social Sciences curricula for Years F–6, integrated into one program. There is also targeted support for the Technologies curriculum.

The atlases:

- teach essential map-reading skills and feature world, continent and country maps
- contain high-interest topics explicitly linked to outcomes in the Science curriculum and the Humanities and Social Sciences curriculum
- use practical, inquiry-based activities and experiments to teach topics and to develop students' critical thinking and problem-solving skills
- foster the application of humanities and STEM knowledge, concepts and skills within and across content areas to help students make real-world connections
- are accompanied by a wealth of digital resources that support the Technologies curriculum, including interactives designed to develop authentic design solutions and computational thinking across different subject areas.



**Oxford School
Improvement**



Series expert:
Rachel Kennedy



Series expert:
Annie Facchinetti



Oxford OWL
oxfordowl.com.au



View *Oxford Atlas+*
samples online at
oup.com.au/primary



Links to *OZBOX:*
*Learning Through
Literacy*. See page 132.



To order this series or
product, please go to
page 240.

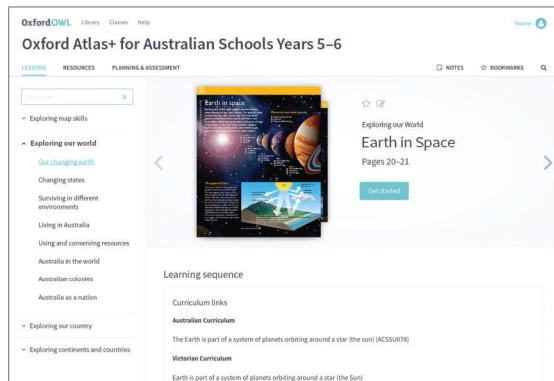
Integrated learning within and across the curriculum

The integrated curriculum approach enables authentic learning experiences, while the application of cross-disciplinary and problem-solving skills encourages students to be innovative, creative learners.

“ The atlases can be used in guided reading as an information text; to explore map references and grid lines in Maths; and during Inquiry Learning to explore the various geographical and geological features of countries. ”

– Literacy Coordinator, Victoria

What does *Oxford Atlas+ for Australian Schools* look like in the classroom?

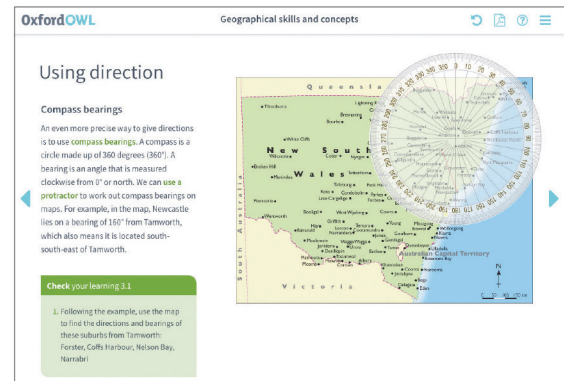


1

Introduction

Evaluate students' prior knowledge with the pre-assessment ideas on the Teacher Dashboard.

Play video relating to the topic as a class introduction.



2

Whole-class or guided-group work

Select some of the activities on the Teacher Dashboard to explore as a class or within small groups.

Demonstrate digital interactives related to the topic.

4

Assess

Implement suggested assessment activities from the Teacher Dashboard to evaluate student understanding and skill development.

View student quiz results on the Teacher Dashboard to analyse student achievement and identify trends. (Years 3–6 only)

3

Independent work

Allocate activities from the Teacher Dashboard for students to do in pairs or small groups.

Assign a selection of relevant OZBOX cards to students for deeper exploration of topics. (Years 3–6 only)

Assign students independent work to develop their research skills through questions and project work.

Assess quizzes

Select and load the class or student below.

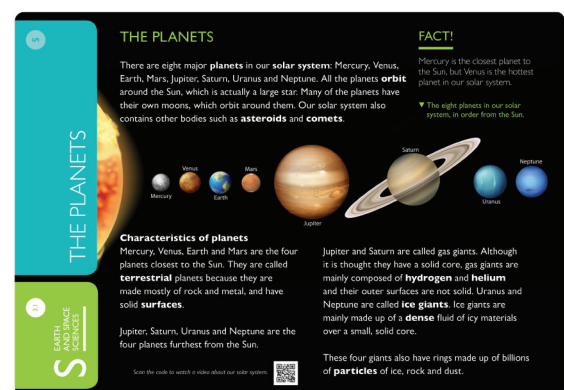
2017 Class 5C Select student Load

Exploring our World
Earth in Space

Support View assessment Completed by 7 students Avg score: 85.71% Student results ~

Name	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Attempts	Latest score
Ethan Ahmed	✓	✓	✓	✓	✓	✓	✓	1	71.4%
Sebastian Bird	✗	✓	✓	✓	✓	✓	✓	1	85.71%
James Lee	✗	✗	✓	✓	✓	✓	✗	1	57.1%
Hannah Ibrahim	✓	✓	✓	✓	✓	✓	✓	1	100%
Isabella Naimo	✓	✓	✓	✗	✓	✓	✓	1	71.4%
Kim Lowe	✓	✓	✓	✓	✗	✗	✗	1	71.4%
Eve Sandbrook	✗	✗	✓	✓	✗	✓	✓	1	42.9%

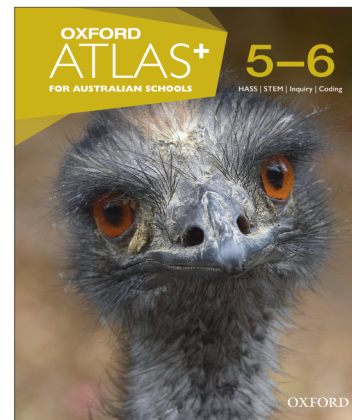
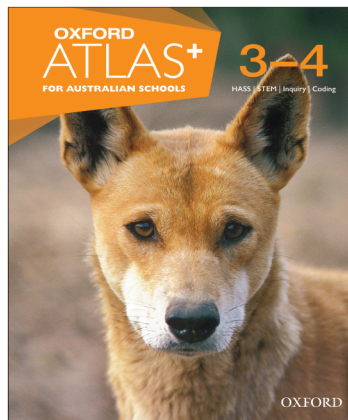
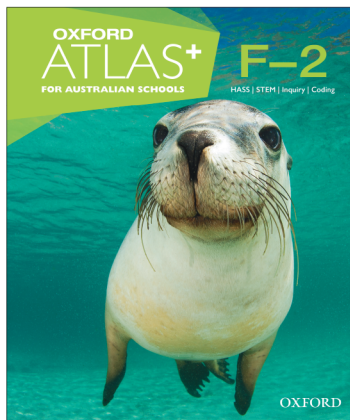
Extend View assessment



STUDENT RESOURCES


Print atlases

- Introduce, discover and explore essential map-reading skills.
- Contain world, continent, country and state maps, with case studies to help students explore the world.
- Provide high-interest topic spreads covering Science, History, Geography, Civics and Citizenship (Years 3–6), and Business and Economics (Years 5–6) content from the Australian Curriculum.
- Contain updated world facts and statistics.




Map skills

We live on Earth. Earth is a planet in space.




Earth is round like a ball.



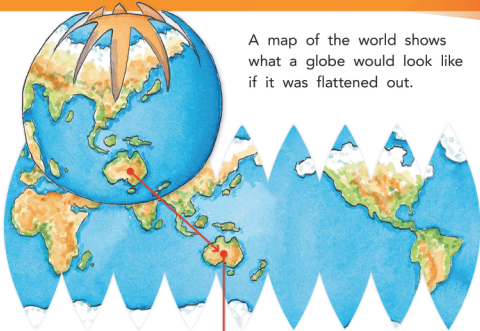

Earth

A globe is a model of Earth.



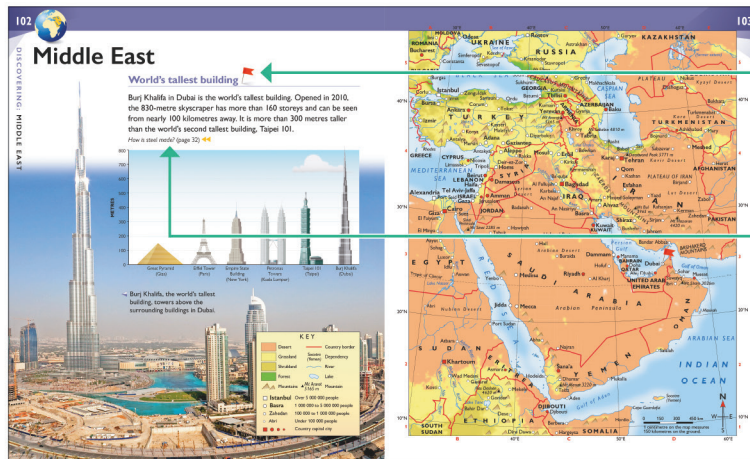
globe

A map of the world shows what a globe would look like if it was flattened out.

▲ This is a map of the world.

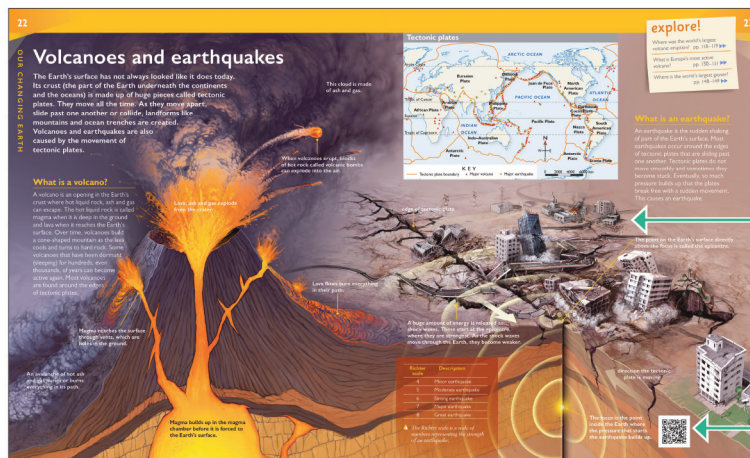
An atlas is a book of maps.



Oxford Atlas+ for Australian Schools 3–4, Physical and Political Map.

Case studies link maps to real-world contexts.

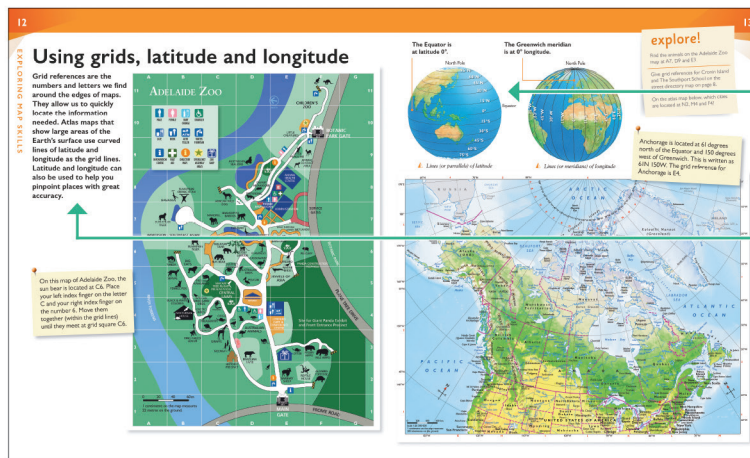
Cross-references link to related facts and concepts within the atlas.



Oxford Atlas+ for Australian School 5–6, Geography Topic Spread.

Stunning visuals and clear diagrams help engage students.

QR codes throughout the book link to videos.



Oxford Atlas+ for Australian Schools 5–6, Advanced Map Reading Skills.

Explicit instruction to develop spatial reasoning.

Clear progression of learning concepts matched to students' developmental stages.

STUDENT DIGITAL RESOURCES*

- Digital interactive maps for deeper exploration of geographical regions.
- Mapping and skills interactives enrich and supplement the mapping skills section in the print books.
- Digital Technologies interactives based on themes found within the atlases help develop computational thinking.
- Video links connect to high-quality videos.
- OZBOX cards can be assigned by teachers for further exploration of topics and concepts in the atlases.
- Self-correcting quizzes help students test their knowledge and understanding.

*Years 3–4 and Years 5–6 only

Student and Teacher Dashboards coming Term 1, 2018!

Subscription options for the *Oxford Atlas+ for Australian Schools* Dashboards will be available for teachers and students in 2018. For more information, contact your local Oxford Primary Consultant.

Oxford Atlas+ for Australian Schools 5–6, Student Dashboard.

Oxford Atlas+ for Australian Schools 5–6, Geo-skills Interactive.

*Please note that images used are for illustrative purposes only. The final published product may differ.

TEACHER RESOURCES

A suite of *Oxford Atlas+ for Australian Schools* online teaching resources can be found on *Oxford Owl*. A Teacher Dashboard is available for each stage of the atlas. Resources include:

- explicit links to specific Australian Curriculum Science, History, Geography, Civics and Citizenship (Years 3–6 only), and Economics and Business (Years 5–6 only) content descriptions
- professional support notes with teaching activities, ideas and experiments
- suggested pre-assessment and assessment activities
- videos, mapping skills interactives, interactive layered maps, and Digital Technologies interactives for front-of class teaching
- links to a selection of relevant OZBOX cards, with the ability to assign cards to students (Years 3–4 and Years 5–6 only)
- downloadable activity sheets and graphic organisers
- online tracking of student quiz results.

OxfordOWL

Library

Classes

Help

Oxford Atlas+ for Australian Schools Years 5–6

LESSONS

RESOURCES

PLANNING & ASSESSMENT

Go to page...

Exploring map skills

Exploring our world

Our changing earth

Changing states

Surviving in different environments

Living in Australia

Using and conserving resources

Australia in the world

Australian colonies

Australia as a nation

Exploring our country

Exploring continents and countries

Earth in space

Exploring our World

Earth in Space

Pages 20–21

Get started

Learning sequence

Curriculum links

Australian Curriculum

The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)

Victorian Curriculum

Earth is part of a system of planets orbiting around a star (the Sun)

NSW Syllabus

Earth's rotation on its axis causes regular changes, including night and day. (ACSSU048)

Western Australian Curriculum

The Earth is part of a system of planets orbiting around a star (the sun)

Learning focus

The planets of the solar system and how long they take to orbit the sun.

The relative size and distance between Earth, other planets in the solar system and the sun.

The role of the sun as a provider of energy for the Earth.

Learning activities

1. Create a table representing the data 'Distance from the sun', 'Diameter' and 'Time to orbit the Sun' on pages 20–21 of the atlas.

2. Construct a graph to represent the data 'Distance from the Sun', 'Diameter' and 'Time to orbit the Sun' on pages 20–21. Choose the type of graph you think best represents the data (e.g. bar graph, column graph, pie chart, dot graph).

3. Convert the diameter of each planet to millimeters and present this information in a table. Using an A3 sheet of paper, draw and label each of the planets to scale. Discuss with the class the relative orbits of the planets in kilometres and ask students to make a model representing the planets according to their relative distance from the sun. Foam balls could be used for the model.

4. Choose two planets and write an explanation (use Activity Sheet 1) based on one of the following questions. Conduct research to check that the explanation is correct.

Which planet might be hotter or colder and why?

How long might the seasons be on each planet and why?

5. Conduct further research on the two planets chosen for Activity 4 and complete a Venn diagram (use Activity Sheet 2), showing their similarities and differences.

6. Think-pair-share. Think of some of the different ways the sun provides energy to Earth and how this affects people. Conduct research to check your views and find further information. Pair up with a class member to construct a mind map on how we use the sun's energy on Earth. Share your findings with the rest of the class. Use Activity Sheet 3 for note-taking.

7. Complete a flow diagram to demonstrate the relationships between some of the ways the sun provides energy to the

Oxford Atlas+ for Australian Schools 5–6, Teacher Dashboard.

ACTIVITY SHEET 2

Venn diagram

46

ACTIVITY SHEET 4

Flow diagram

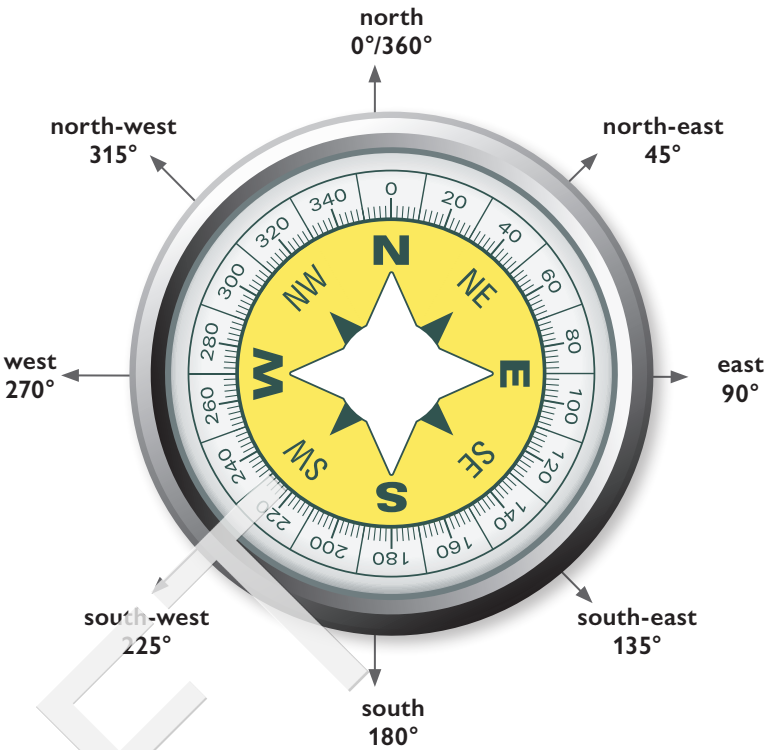
48

Oxford Atlas+ for Australian Schools 5–6, Activity Sheets.

Using direction

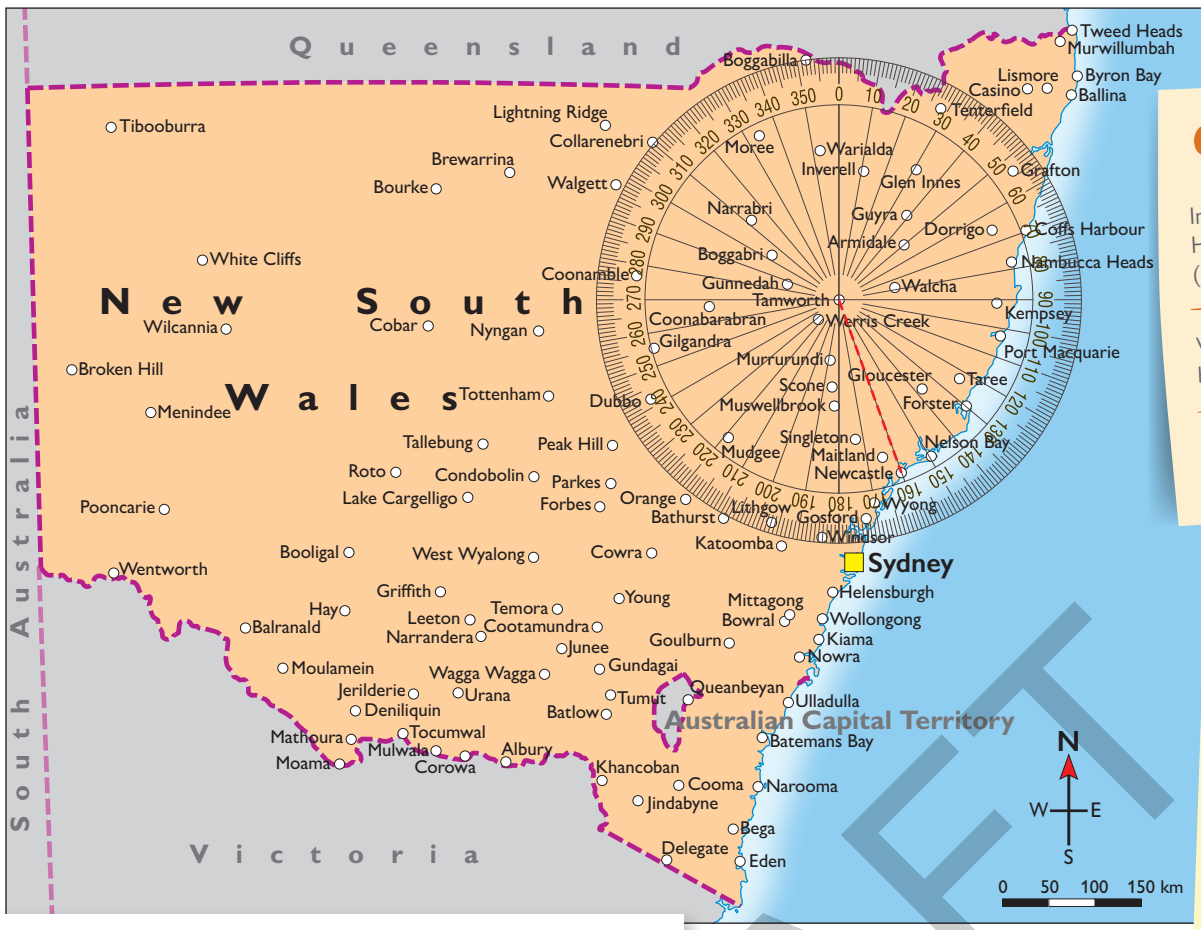
We use the points of a compass to give directions and to work out the location of features. The magnetic needle on a compass will always point to north. Using compass points is an accurate way of giving directions because the compass direction always remains the same, no matter what direction you are facing. Words such as left, right, up, down, top and bottom can be confusing.

Code	Direction	Bearing	Code	Direction	Bearing
N	north	0°/360°	S	south	180°
NE	north-east	45°	SW	south-west	225°
E	east	90°	W	west	270°
SE	south-east	135°	NW	north-west	315°



Heathrow Airport, London





explore!

In what direction is the plane on Heathrow's northern runway (page 10) taking off?

What town is found at a 10 degrees bearing from Tamworth?

What is odd about the direction arrows shown on pages 176–177?

Compass bearings

An even more precise way to give directions is to use compass bearings. A compass is a circle made up of 360 degrees (360°). A bearing is an angle that is measured clockwise from 0 degrees or north. We can use a protractor to work out compass bearings on maps. The bearings of towns in New South Wales from Tamworth are shown here. For example, Newcastle lies on a bearing of 160 degrees from Tamworth.



▲ Air traffic controller at work

Giving accurate directions is very important at airports. The air traffic controllers at Heathrow Airport in London (opposite) work at the busiest international airport in the world. They need compass directions to guide 500 000 flights in and out of the airport every year.

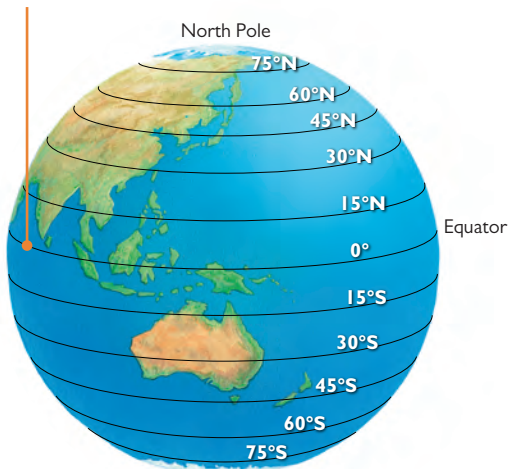
Using grids, latitude and longitude

Grid references are the numbers and letters we find around the edges of maps. They allow us to quickly locate the information needed. Atlas maps that show large areas of the Earth's surface use curved lines of latitude and longitude as the grid lines. Latitude and longitude can also be used to help you pinpoint places with great accuracy.

On this map of Adelaide Zoo, the sun bear is located at C6. Place your left index finger on the letter C and your right index finger on the number 6. Move them together (within the grid lines) until they meet at grid square C6.

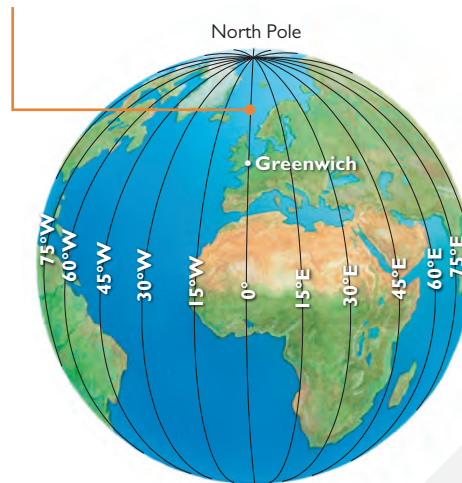


The Equator is at latitude 0° .



▲ Lines (or parallels) of latitude

The Greenwich meridian is at 0° longitude.



▲ Lines (or meridians) of longitude

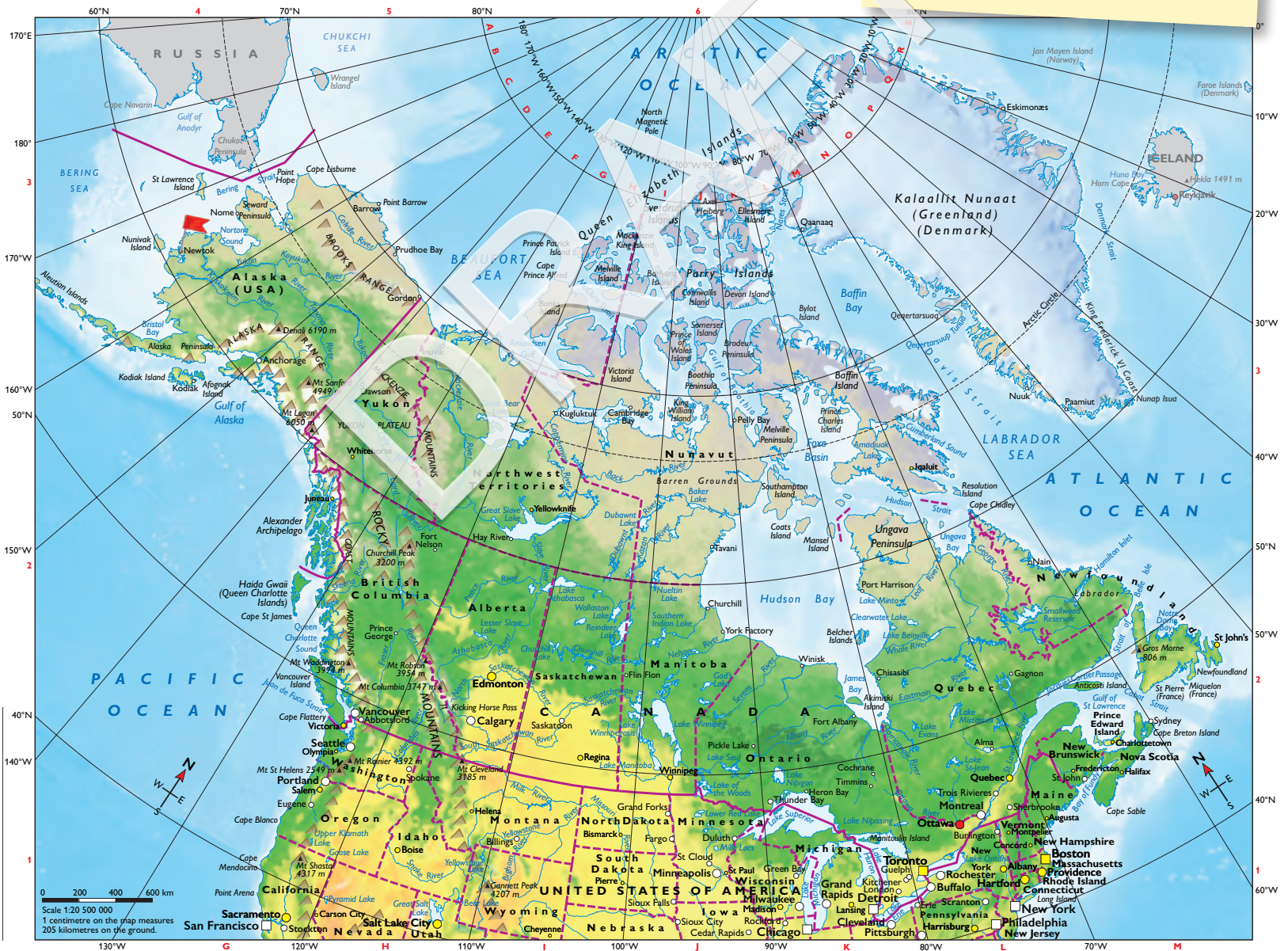
explore!

Find the animals on the Adelaide Zoo map at A7, D9 and E3.

Give grid references for Cronin Island and the Southport School on the street directory map on page 8.

On the atlas map below, which cities are located at N2, M4 and F4?

Anchorage is located at 61 degrees north of the Equator and 150 degrees west of Greenwich. This is written as 61N 150W. The grid reference for Anchorage is E4.



Earth in space

Earth is one of the eight planets and five known dwarf planets in our solar system. The planets orbit around the Sun, our closest star. The four inner planets—Mercury, Venus, Earth and Mars—are sometimes called **terrestrial planets** because of their rocky surface. The four outer planets—Jupiter, Saturn, Uranus and Neptune—are known as **gas giants** because they don't have a solid surface.

Planets in our solar system

- ☀ Distance from the Sun
- ⬤ Diameter
- 🕒 Time to orbit the Sun

Mercury
☀ 57.9 million km
⬤ 4900 km
🕒 88 days

Venus
☀ 108.2 million km
⬤ 12 100 km
🕒 224.7 days

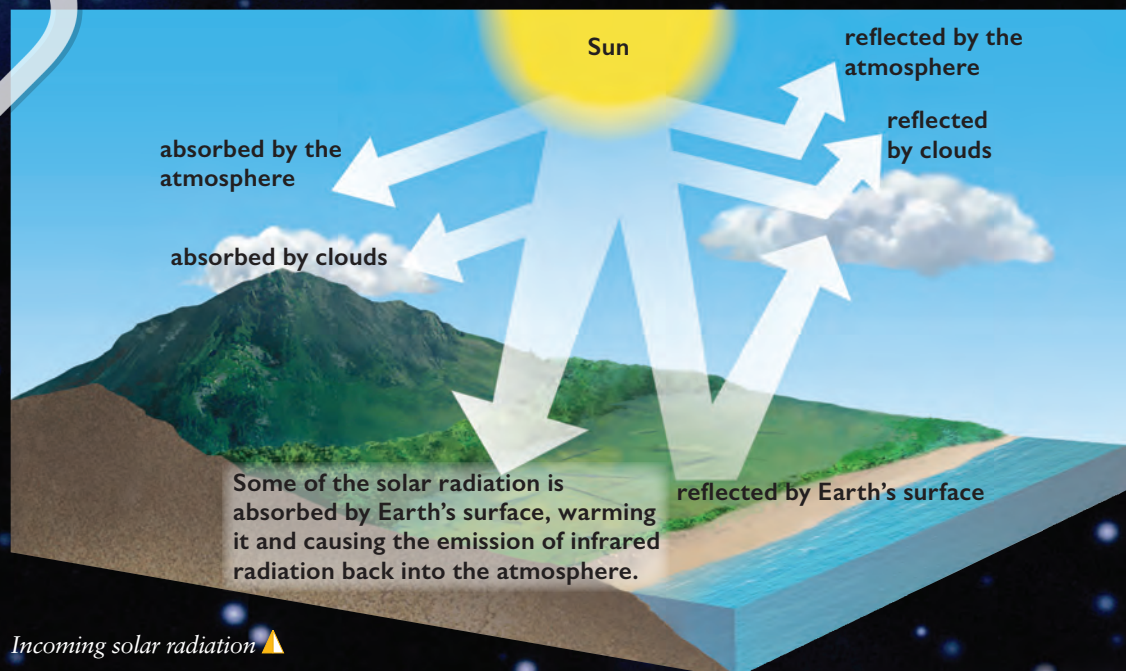
Earth
☀ 149.6 million km
⬤ 12 800 km
🕒 365.25 days

Mars
☀ 227.9 million km
⬤ 6800 km
🕒 686.97 days

Jupiter
☀ 778.3 million km
⬤ 143 000 km
🕒 4331.57 days

The powerful Sun

The Sun is a star. It is a huge ball of hot gas that is 110 times wider than Earth. The temperature at the centre of the Sun is thought to be 14 million degrees Celsius. The Sun is the closest star to Earth and it provides the energy needed to maintain our planet. The energy that the Sun generates is called **solar energy**. Life exists on Earth because our unique atmosphere allows the right amount of solar radiation to reach the surface. The Sun's energy is also responsible for the creation of wind, clouds, rain and all of the weather.



The year

A year is the time it takes a planet to orbit around the Sun. An Earth year is 365.25 days, which gives us our calendar year of 365 days. To make up the extra 0.25 days, we add an extra day to February every four years. This is called a leap year. It takes Mars nearly twice as long as Earth to orbit the Sun. A year on Mars lasts 687 days.

explore!

Where is the world's largest meteorite crater? pp. 150–151 ►►

Which animals are threatened by global warming? pp. 178–179 ►►

Dwarf planets










Reclassified from a planet in 2006, Pluto, along with Ceres, Haumea, Makemake and Eris are officially known as dwarf planets. What is the difference between a dwarf planet and a planet? They both orbit the Sun. Both are large enough that their gravity shapes them into spheres. Planets however, clear small objects out of their orbit by flinging them out of orbit or by sucking them in. Dwarf planets have weaker gravity and cannot clear their orbits.

Rocks in space

Meteoroids are small pieces of space rock, no bigger than boulders. Larger pieces of space rock are known as asteroids. When meteoroids and asteroids enter the Earth's atmosphere they are called meteors. Most meteors burn up in our atmosphere. We see these in the night sky as 'shooting stars'. When meteors survive entry through Earth's atmosphere and strike the ground they are known as meteorites. About 100 meteorites hit the Earth each day.

Meteors entering Earth's atmosphere ▼



	Saturn	1427.0 million km
		125 000 km
		10 832.33 days
	Uranus	2871.0 million km
		51 100 km
		30 799.09 days
	Neptune	4497.1 million km
		49 500 km
		60 189.55 days

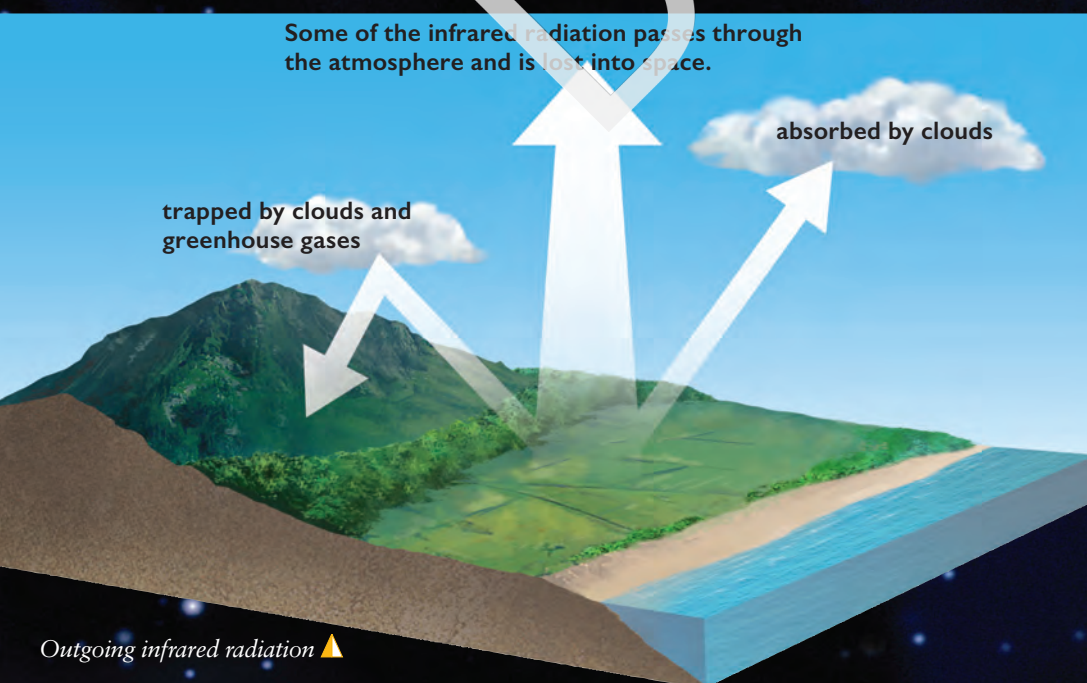


Some of the infrared radiation passes through the atmosphere and is lost into space.

absorbed by clouds

trapped by clouds and greenhouse gases

Outgoing infrared radiation ▲



Managing natural disasters

We cannot stop natural disasters from occurring, but we can try to predict when they are likely to occur and to warn people in their path. Rescue teams need to plan and practise for disaster response. Warning systems help give people time to escape.



▲ Earthquake and tsunami

In March 2011, a 9.0 magnitude earthquake and tsunami struck Japan killing 15 300 people.



▲ Tornado

Ninety-five tornadoes swept through Tornado Alley in March 2012, killing 35 people and leaving a path of destruction.



3 Drought ▶

The ongoing drought in Ethiopia, Kenya, Somalia and Uganda has affected 13 million people.

◀ Hurricane

Hurricane Katrina killed 1400 people in New Orleans in August 2005 and left 800 000 homeless.



Natural disasters

explore!

What was the world's most devastating tsunami?

pp. 128–129 ►►

Where was the world's strongest recorded earthquake?

pp. 169–170 ►►



Earthquake ►

In January 2010, a 7.0 magnitude earthquake in Haiti killed 230 000 people.

▼ Flood

Pakistan's floods in July 2010 affected over 20.5 million people.

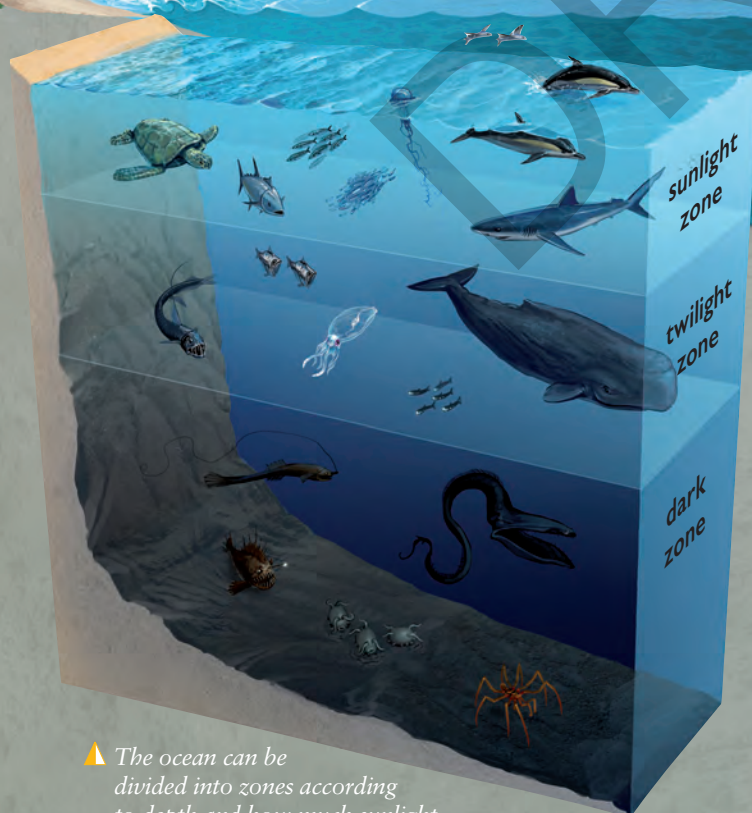


Water in oceans

The world's oceans cover 361 000 000 square kilometres, nearly 71 per cent of the Earth's surface. The oceans form a continuous body of salt water that surrounds the continents. The five oceans of the world, in order from largest to smallest, are the Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.

Salt is soluble

Salt is soluble in water—it mixes with water to form a solution. Salt will dissolve (or disappear) when you add it to water. Even though salt becomes invisible in the water, it is still there. If the liquid was evaporated from the solution you would be left with salt again. This is how salt water is used to make the salt we use on our food.



▲ The ocean can be divided into zones according to depth and how much sunlight reaches them.

metres
0

200

1000

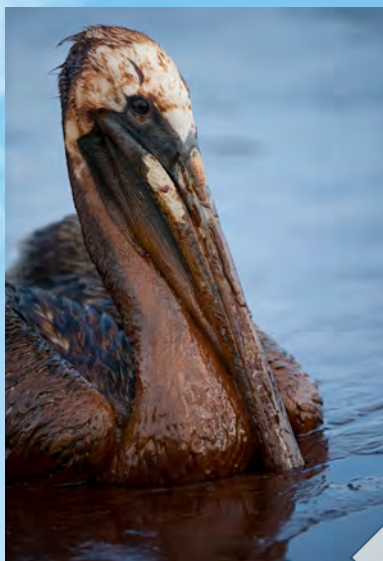
The continental shelf is the edge of a continent covered by shallow water.

Light in ocean zones

Animals ranging from microscopic creatures to huge whales live in the sunlight zone, where it is warm and sunny. In the twilight zone there is hardly any light. Some animals in this zone have light organs that glow in the dark. Deeper still is the dark zone, where there is no light and the water temperature is close to freezing. Some of the ocean's strangest-looking creatures live here.

Oil is not soluble

Oil is not soluble and therefore does not mix with water. Oil will not dissolve in water. When added to water, oil sits on top of the water in a layer. When oil is spilled at sea it sits on the surface of the ocean and traps fish, birds, turtles and other wildlife that use the surface of the ocean. The animals become coated in oil and the toxins in the oil make them sick or even kill them. The layer of oil on the surface also blocks sunlight needed by marine plants to survive.



explore!

What happens when salt water evaporates? pp. 28–29 ►►

Where is the deepest point in the ocean? pp. 128–129 ►►

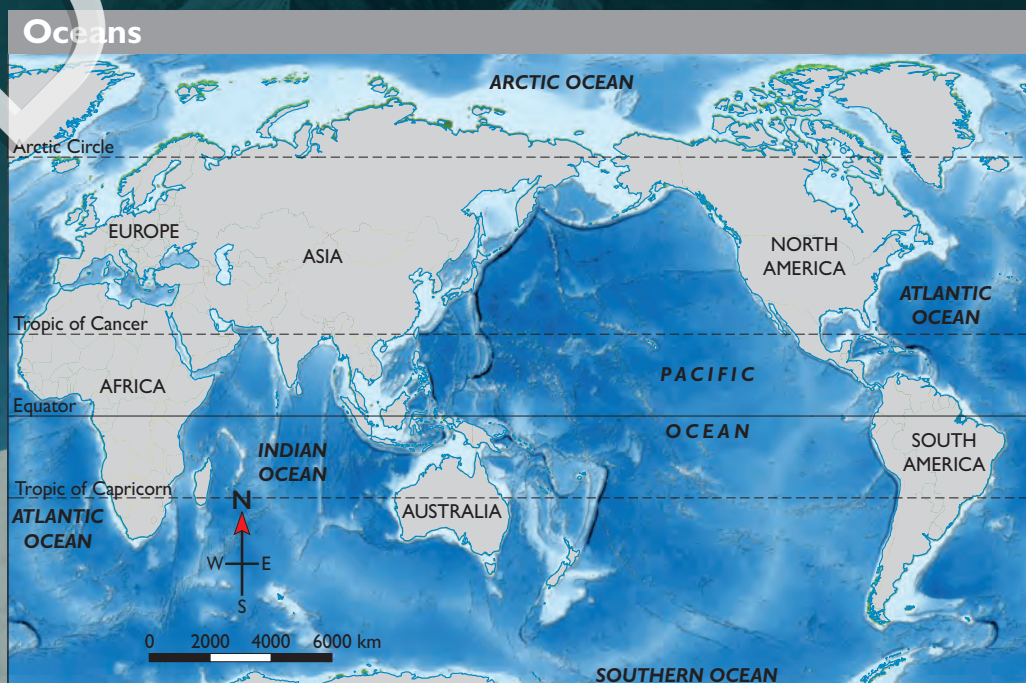
What does very salty water help you do? pp. 128–129 ►►



Oil spills from large ocean vessels sit on the surface of the ocean forming a toxic layer poisonous to fish, birds, and ocean and coastal animals.



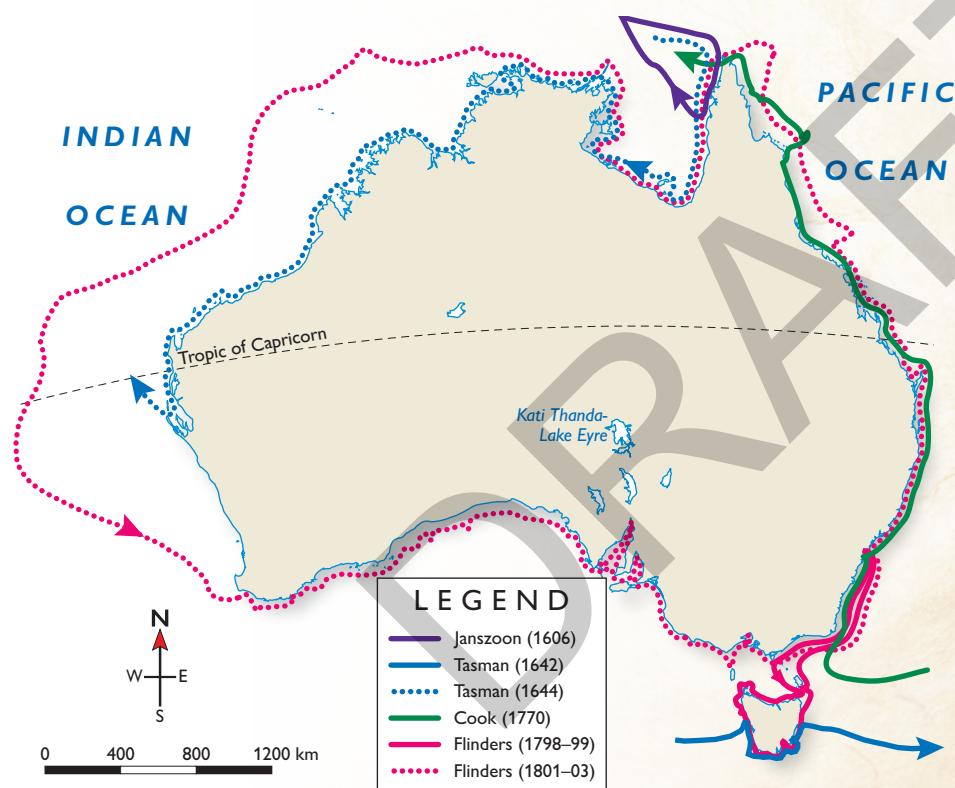
Ocean trenches are the deepest and darkest parts of the ocean floor, and the deepest points on Earth.



First Australian colonies

On 18 January 1788, the First Fleet arrived at Botany Bay to begin European settlement in Australia. Joseph Banks, who was on Captain Cook's voyage in 1770, recommended the site. The region had a suitable climate, sheltered ports and pine trees on nearby Norfolk Island for building supplies. New South Wales, the first Australian colony, was established as a penal colony to take convicts transported from Britain's overflowing prisons.

Sea exploration



Our first settlement

Australia's first white settlement was established at Sydney Cove in 1788. Captain Arthur Phillip, the commander of the First Fleet, found Botany Bay had no fresh water so the fleet then relocated to Port Jackson. The 751 convicts and their children, and 252 marines and their families came ashore to begin Australia's first settlement at Sydney Cove.

On 26 January 1788, Phillip raised the British flag at Sydney Cove. This day is now celebrated as Australia Day. ▶

A convict colony

The first British settlements in Australia were established to take unwanted criminals. The worst behaved criminals worked in chain gangs, building roads or clearing land for the government. Convicts who committed crimes in Australia were sent to the harshest prisons in the country such as Macquarie Harbour, Port Arthur and Norfolk Island where they received severe punishment. Convicts thought to be less of a risk were 'assigned' to work for free settlers. Well-behaved convicts could be given a 'ticket of leave' that allowed them to choose who they wished to work for.

▼ Soldiers supervise this chain gang of convicts.



explore!

What record does Sydney hold today?
pp. 98–99 ►►

The Moreton Bay penal colony was moved
in 1825 to the current site of Brisbane. On
which river is it located? pp. 106–107 ►►



Port Arthur penal settlement

Between 1833 and 1853, Port Arthur was the destination for convicts who had committed further crimes after their arrival in Australia. Poorly behaved prisoners at Port Arthur would receive the bare minimum of bread and water or be hooded and made to stay silent to think about their actions.

▼ Bloodhounds were chained across Eaglehawk Neck to stop convicts escaping.



▲ The ruins of the Port Arthur Penitentiary are a popular tourist site today. It was surrounded by water with just a 30-metre-wide strip of land at Eaglehawk Neck connecting it to the rest of Tasmania.

Penal colonies	(Year opened, location)
Sydney Cove	(1788, NSW)
Rose Hill	(1788, NSW)
Norfolk Island	(1788)
Risdon Cove	(1803, Tas.)
Sullivan's Cove	(1804, Tas.)
Macquarie Harbour	(1822, Tas.)
Moreton Bay	(1824, Qld)
Maria Island	(1825, Tas.)
Swan River	(1829, WA)
Port Arthur	(1830, Tas.)
Saltwater River	(1833, Tas.)
Cockatoo Island	(1839, NSW)

Australian citizenship

The Commonwealth *Nationality and Citizenship Act 1948* was introduced in 1949 and, since then, more than 4.5 million people have become Australian citizens.

There are many great things about being an Australian citizen! In Australia we have the right to free speech and the right to belong to any religion. We are also protected by rules of law and basic human rights.



▲ *Australians have the right to freedom of speech.*

Australian citizenship

Nearly half of Australia's population was born overseas or has a parent who was born overseas. Many people are Australian residents but not citizens. Citizens have more rights and responsibilities than do residents and there is a strict application process to become an Australian citizen.

Citizenship ceremonies are held throughout the year. A special celebration is held each year on Australia Day (26 January), when tens of thousands of people become Australian citizens. Each person makes a pledge of commitment to Australia, our shared values and our future.



Australian citizenship pledge

From this time forward, I pledge my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I will uphold and obey.

explore!

How can we be both good Australian citizens and good global citizens?

pp. 88–89 ►►

How has migration changed Australia's population?

pp. 78–79 ►►

Celebrating being Australian

In 2014 the Australia Day Council set up a new award to celebrate new migrants and refugees and their contributions to the Australian community. In 2016 this award was won by a Chinese-Malaysian migrant, Gary Lee. Gary arrived in Melbourne in 2001 as a student and now works at the City of Melbourne as the International Student and Youth Officer. He helps new students arriving from overseas to feel welcome, supported and integrated into Australian life. He also does voluntary work for a variety of projects that use dance, sport and the sharing of meals to bring people of different cultures together. ►



Volunteering

One of our core Australian values is compassion for those in need. Around 30 per cent of Australians volunteer for various groups or organisations that help others. Volunteering gives us the chance to contribute to something meaningful, which helps to make Australia a better country. Australians volunteer in emergency services, in schools and nursing homes, in youth groups, social services, and Aboriginal and Torres Strait Island school holiday programs. There are also national volunteering programs, such as Clean up Australia Day, where people all around the country give their time to clean up their neighbourhoods and surrounding areas.

Global citizenship

As Australian citizens we have special values and responsibilities, but we are also global citizens. As the world becomes more connected through travel, work and collaboration, our roles and responsibilities as global citizens become greater.



▲ Australian humanitarian aid workers bring corn to locals in Zimbabwe whose crops were destroyed by drought.

Global citizenship and the refugee crisis

Global citizenship is important when we look at the current refugee crisis around the world. A high percentage of these refugees are children who have escaped violence and hardship. They want to find a new home where they can enjoy basic human rights, such as the right to education. Many of these children have missed out on school for years. As refugee families settle into their new homes, they need the support of active and informed global citizens to help them feel safe and settle into their new country. That's a big job for all of us!

When civil war broke out in Somalia, Amran, her husband and their seven children were forced to flee. After two years in a refugee camp, they were finally granted asylum in Australia, where they are now happily settled. ►

What are our responsibilities as global citizens?

- respecting and valuing diversity
- having an awareness of human rights issues
- demonstrating cross-cultural understanding
- demonstrating solidarity with people everywhere
- being active and informed about global issues
- caring for the environment
- understanding human rights treaties such as the United Nations Convention on the Rights of the Child (1989).



explore!

How can we be both good Australian citizens and good global citizens?

pp. 86–87 ►►

As global citizens, how do our consumer choices affect the environment?

pp. 92–93 ►►



▲ *Upcycling clothes is a great way to create fun, original clothing while ensuring old clothes don't end up in landfill.*

Global citizenship and the environment

Environmental problems do not have national borders. For example, we all buy and wear clothes, but the clothing industry is a huge polluter. In countries such as Bangladesh and Cambodia, garment workers are paid low wages and work in poor conditions to produce the clothing that we wear. Clothing dye and other waste from factories pollute rivers and waterways, and clothes that we throw away end up in landfill. Being a global citizen means understanding our role in the global economy and the impact of our actions. We can then start to make better choices for the environment and people's wellbeing. This includes buying fewer pieces of clothing, buying second-hand, and upcycling our clothes.

A boy in Bangladesh walks through polluted waters looking for plastic items that can be salvaged and sold. ►



Being a consumer

Being a consumer

A consumer is someone who buys goods or services. When we buy goods or services, we have to consider many factors, such as how much the good or service costs, how it compares to other products, its availability and our budget.

Needs and wants

We all have needs and wants! Needs are things that we must have in order to live, such as food, water and shelter. Wants are things that we would like to have but are not necessary for our survival, such as toys, cars and mobile phones. Some things can be categorised as both needs and wants. For example, you need clothes to survive, but they may not be the expensive brands you would like.

Making choices

Why do we need to make choices as consumers? Each of us has finite time and resources. This is known as the principle of scarcity. Making one choice means giving up another.

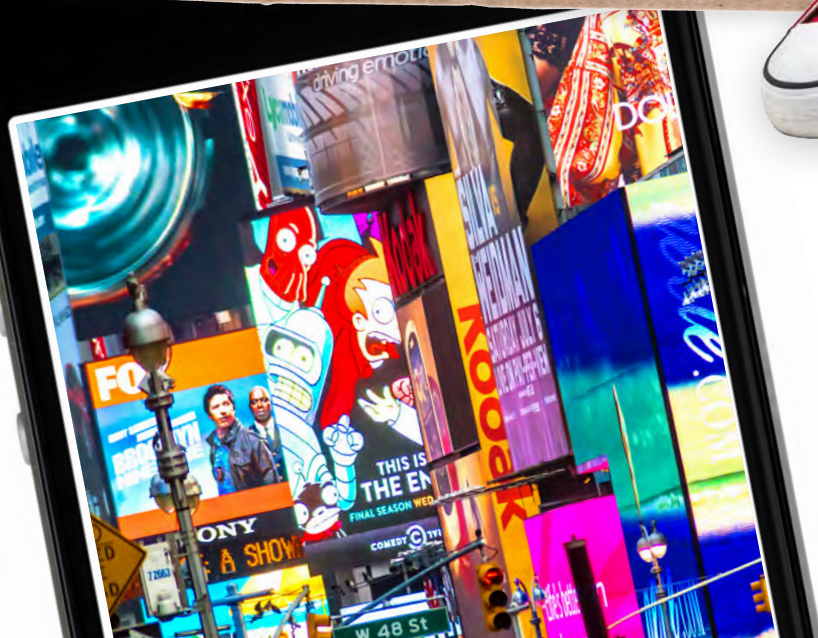
For example, imagine you have only \$25 to spend on an item. You could buy a \$15 T-shirt or a \$25 pair of shoes. You cannot buy both with your \$25. There is an opportunity cost when you choose one item over another, defined as the value of giving up the next best option.

If you pick the shoes, the opportunity cost is \$10, meaning you have \$10 less to spend than you would if you bought the T-shirt. But if you already have lots of T-shirts and only one worn pair of shoes, a new pair of shoes will benefit you more than a new T-shirt. So the opportunity cost of choosing the T-shirt could be more than the \$10 you would save. To make the best choices, we need to weigh up what each item costs and what benefits it will bring.



Advertising for consumers

Advertising is all around us and can influence the types of things we buy. Companies advertise on television, radio, in magazines, newspapers, on billboards and the Internet, and through social media. Advertisers get to know what, how and where their consumers like to buy goods and services and create advertising to attract them.



explore!

What needs must be met in order for us to have good living conditions?

pp. 64–65 ►►

What goods and services do we consume in a community?

pp. 48–49 ►►

Which countries are Australia's biggest trading partners?

pp. 60–61 ►►

Anytime, anywhere shopping

Now more than ever, we can buy goods and services anywhere and anytime. Before the Internet, most consumers could only buy goods and services available within their community. With the Internet, shopping markets have opened up around the world. An item can be purchased online at any time and shipped from another country to your home.

Paying for goods and services

There are also lots of ways to pay for goods and services. Consumers can pay using notes and coins, credit and debit cards and online payment systems. Bartering is a system where goods and services are exchanged without money. For example, a café owner could offer coffee or a meal in exchange for home-grown produce from his customers. Bartering was more common in the past but some small businesses still use it today. In some communities, barter systems are set up for families to exchange toys, clothes and household objects with other families.



Australia: Natural



floral emblem
golden wattle



animal emblem
red kangaroo

Australia is the world's smallest continent. Its coastline stretches for approximately 60 000 kilometres and it is surrounded by many seas and oceans. Australia is also the lowest, flattest and driest of the world's inhabited continents. The hot, dry deserts of the centre (two-thirds of Australia is desert or semi-desert), the tropical rainforests of the north and the snow-capped mountains of the south-east are all part of Australia's varied natural landscape.



Australia's largest desert

▲ The Great Victoria Desert is Australia's largest desert. It has a very low rainfall, but when it does rain the desert bursts into fields of wildflowers. pp. 40–41 ◀◀

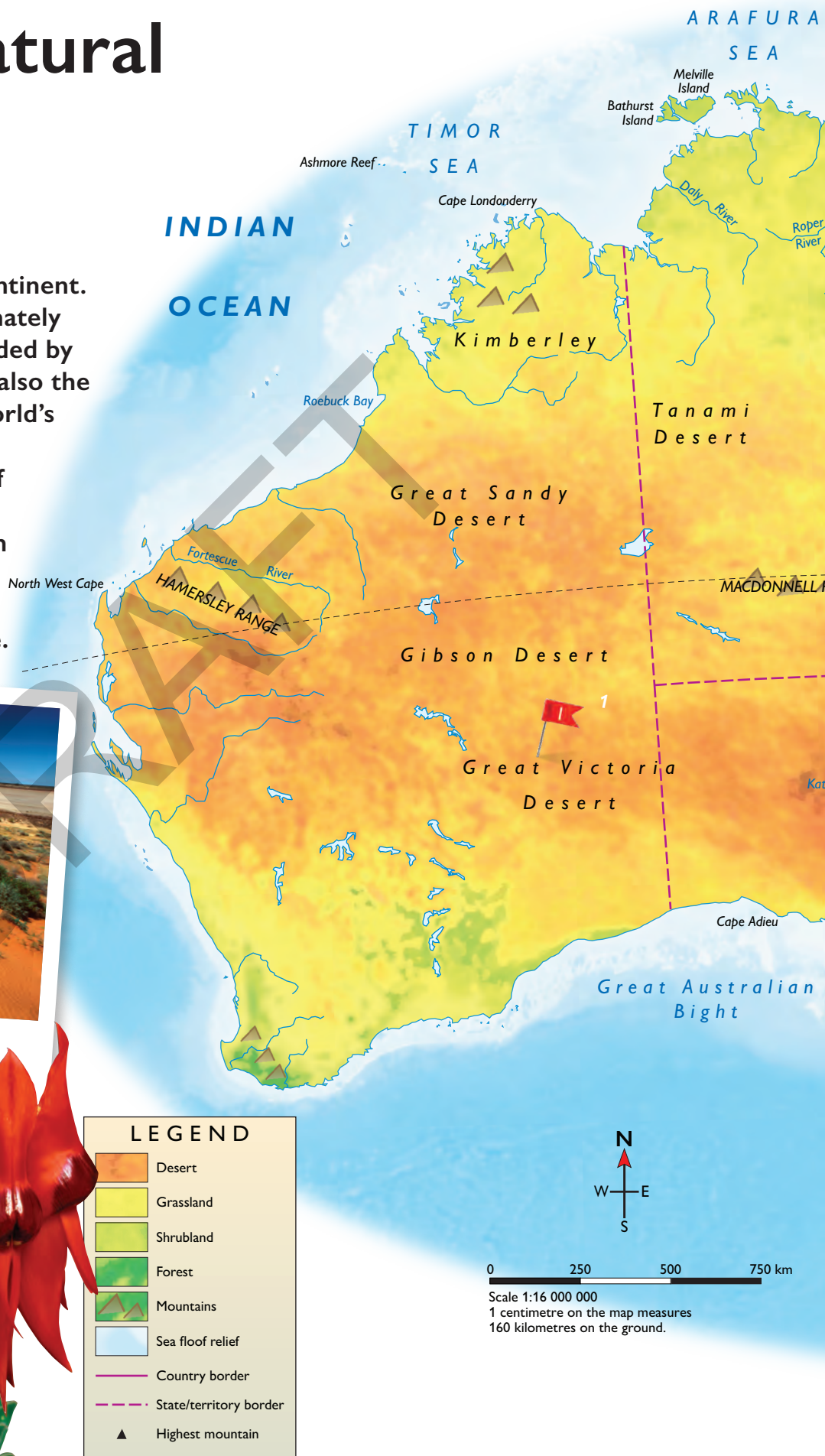
fast facts

Area: 7 692 024 sq km

Highest point: Mt Kosciuszko 2228 m

Longest river: Murray 2375 km

Largest desert: Great Victoria 647 5000 sq km





World's oldest rainforest

- ▶ The Daintree Rainforest in far north Queensland is over 135 million years old—the oldest tropical rainforest in the world.

pp. 40–41 ◀▶



World's largest living structure

- ▶ The Great Barrier Reef is the world's largest living structure. It is made up of 2900 reefs and 900 islands.

Australia's highest mountain

- ▶ At 2228 metres, Mt Kosciuszko is Australia's highest mountain. It lies at the southern end of the Snowy Mountains and is snow-covered in winter and spring.

Lord Howe Island





Asia: Natural

Asia is the world's largest continent, covering an area of 44 579 000 square kilometres—one-third of Earth's land area. It extends from the treeless Arctic region in the north to the tropical forested islands of Indonesia in the south. The Ural Mountains form the border between Asia and Europe to the west. Seven of the world's 12 longest rivers are in Asia—China's Yangtze River is the longest. Asia has the highest (Mt Everest) and lowest (Dead Sea) places in the world.



▲ The cold grasslands of Central Asia are called steppes. Nomadic people, the Mongols, herd their animals on the steppe and live in circular tents called gers.

◀ pp. 38–39



World's lowest place

▲ At 420 metres below sea level, the Dead Sea is the lowest point on the Earth's surface. The water is almost six times saltier than the ocean and no fish or plants can survive. Because of the very salty water, floating is easy in the Dead Sea!



World's largest volcanic eruption

▲ The world's largest volcanic eruption occurred in 1815 when Indonesia's Mt Tambora exploded. The volcano, located on the island of Sumbawa, erupted with such force that over 90 000 people were killed.

◀ pp. 22–23



World's most devastating tsunami

▲ On 26 December 2004, a large earthquake in the Indian Ocean triggered a tsunami that killed 130 000 people and left thousands injured and homeless. Banda Aceh, in northern Sumatra, was one of the most severely damaged areas.

◀ pp. 22–23



fast facts

Highest point: Mt Everest 8848 m

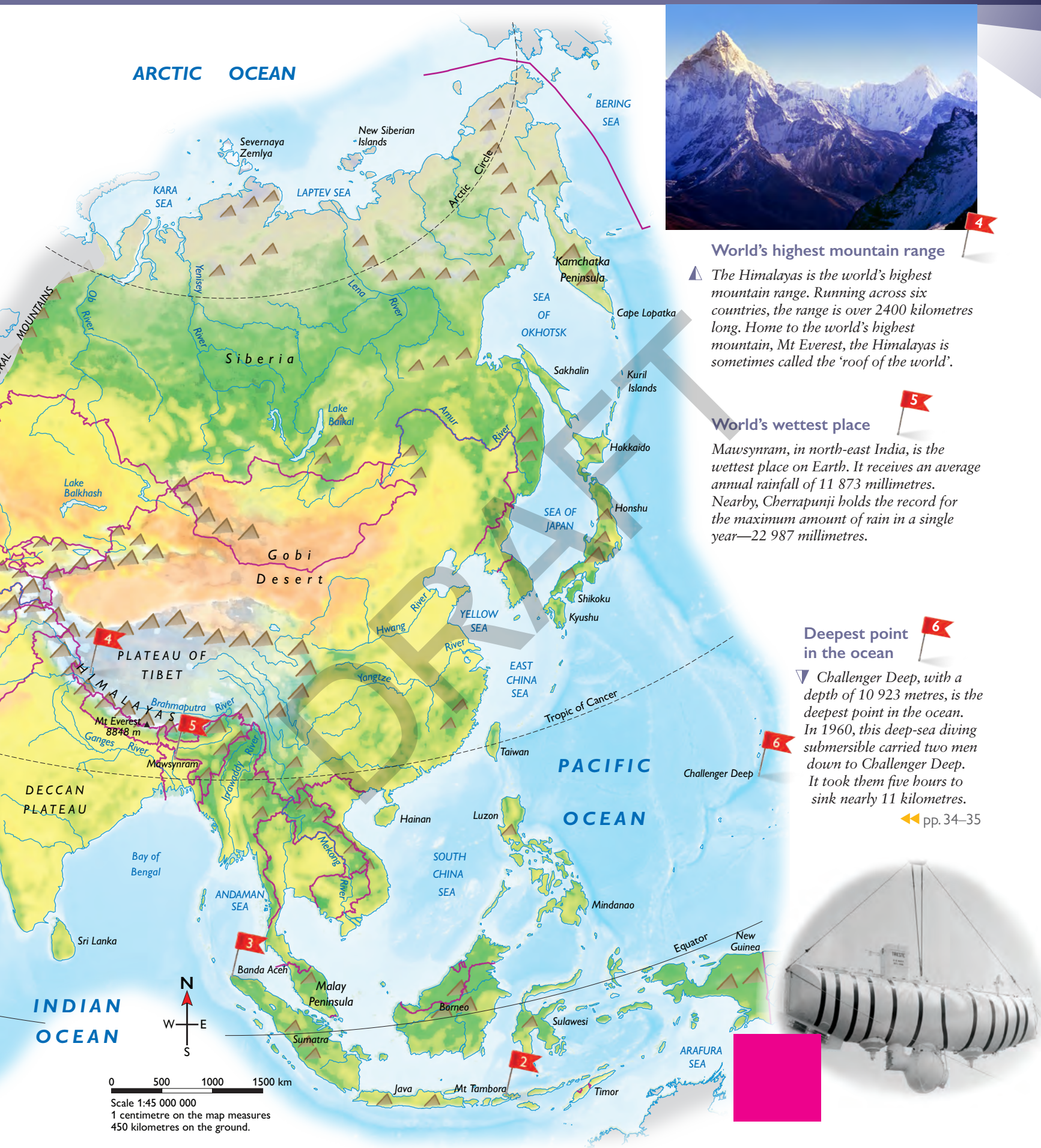
Longest river: Yangtze 6300 km

Largest desert: Arabian 2 330 990 sq km

LEGEND

	Desert		Tundra
	Steppe		Mountains
	Forest steppe		Sea floor relief
	Forest		Country border
	Highland		Highest mountain

Maldives





Asia: Human

With a population of around 4.4 billion, Asia is the most populated continent. About 60 per cent of the world's people live here, more than the population of all the other continents added together. Asia is made up of 49 countries whose people speak several thousand different languages. Nearly fifty groups of indigenous peoples live in Asia and the continent is home to some of the world's major religions such as Buddhism, Hinduism and Islam.



▲ The Tibetans, who live in the Himalayas, are one of Asia's most well-known indigenous peoples.



World's most populated country

With a population of 1.38 billion, China is the world's most populated country. From 1979 to 2015, the Chinese Government had a policy of allowing couples to have only one child. Population growth has slowed, but even today a baby is born every two seconds in China.

◀ pp. 62–63



World's most populated city

▶ Tokyo in Japan is the world's most populated city. The Greater Tokyo area has over 38 million inhabitants.





World's largest Muslim population

▲ Indonesia has over 209 million Muslims, making it the world's largest Muslim population.



World's oldest city

▲ Damascus in Syria is said to be one of the world's oldest cities. Excavations by archaeologists have shown that Damascus was inhabited as early as 10 000 to 8000 BCE.



China's greatest explorer

▲ From 1405 to 1433, Zheng He sailed to many places in the Pacific and Indian oceans, and to the east coast of Africa. He commanded fleets of up to 317 ships with over 28 000 crew. Some of his ships were 150 metres long, nearly four times longer than Christopher Columbus's ship Santa Maria.

Baykonur Cosmodrome

The first man in space, Yuri Gagarin, was launched in Vostok 1 from Baykonur Cosmodrome in Kazakhstan in 1961.

Middle East

Unrest in the Middle East

For decades there has been unrest in the Middle East. Following the war between Iran and Iraq, and later the US invasion of Iraq, the United Nations Refugee Agency estimated that nearly 5 million Iraqis became refugees. Political and civil unrest in the Middle East still continues. The civil war in Syria has caused the death of over 250 000 Syrians and forced more than 5 million Syrians to become refugees. Over half of these people are under 18 years of age. In the last 5 years, increasing numbers of people have been risking their lives and leaving their countries by boat, crossing dangerous seas in search of safety and a new home.

pp. 66–67



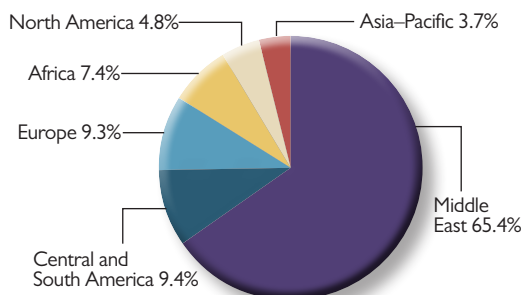
▲ Decades of war has led to millions of Syrians being forced to leave their homes and become refugees.

World's largest oil reserves

The Middle East has over 65 per cent of the world's known oil reserves. Saudi Arabia alone has 25 per cent of the world's reserves. The Ghawar Oil Field, the largest oil field in the world, produces more than 60 per cent of Saudi Arabia's oil and 6.25 per cent of the world's total oil.

pp. 52–53

World's oil reserves



▲ Kuwait's main water tower (right) is nearly 190 metres high. It has a restaurant and viewing platform in the top sphere.

Kuwait's water towers

Kuwait's three needle-shaped towers are one of the country's best-known landmarks. The two towers with the spheres store 4 500 000 litres of desalinated water that is used in the houses and businesses in Kuwait city.

LEGEND

	Desert		Country border
	Grassland		Socotra (Yemen)
	Shrubland		Dependency
	Forest		River
	Mountains		Lake
	Sea floor relief		Mt Ararat 5165 m
	Mountain		
	Istanbul		Over 5 000 000 people
	Basra		1 000 000 to 5 000 000 people
	Zahedan		500 000 to 1 000 000 people
	Mukalla		100 000 to 500 000 people
	Sur		Under 100 000 people
	Country capital city		



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Students **explore** advanced map-reading skills, visually stunning thematic spreads and a wide range of detailed maps complemented by case studies.



Did you know?

I'm an emu. I'm the second-largest bird in the world. But my ancestors were even bigger than me – I'm descended from theropod (two-legged) dinosaurs, such as the *T. rex*!

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