<table>
<thead>
<tr>
<th>Geography: Stage 2 (Years 3 and 4) Places are Similar and Different</th>
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<tbody>
<tr>
<td>Students examine natural and human features of Australia. Students consider how people’s perceptions of places are the basis for actions to protect places and environments.</td>
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<table>
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<tr>
<th>Topic:</th>
<th>Greater Blue Mountains World Heritage Area: a conservation story</th>
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| Key inquiry questions: | • How and why are places similar and different?  
|                       | • How do people’s perceptions about places influence their views about the protection of places? |

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<th>Content</th>
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### The Australian continent
Students:

- investigate Australia’s major natural and human features for example: (ACHGK014, ACHGK015)  
  - description of natural features of Australia eg deserts, rivers, mountains

### Perception and protection of places
Students:

- investigate how the protection of places is influenced by people's perception of places, for example: (ACHGK018)  
  - description of how and why people perceive places differently  
  - discussion of how people’s perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites
### Student Learning Activities

**Activity 1: Engagement, locating and questioning – Greater Blue Mountains World Heritage Area**

a. View Sources 1 and 2 taken 100 years apart of similar areas in the Blue Mountains, NSW. Discuss why and how the areas shown have remained protected from clearing and development.


Locate and map the national parks encompassed within the World Heritage Area and nearest towns and population centres.

c. Formulate questions for inquiry:

- What are the major natural and human features of the Greater Blue Mountains World Heritage Area?
- How do people's perceptions of the Greater Blue Mountains World Heritage Area influence its protection?
Activity 2: Acquiring geographical information – Myles Dunphy collection

a. Analyse Sources 3 to 11 relating to the Blue Mountains NSW from the Myles Dunphy collection.

b. Explore the zoomable image of Source 11: Myles Dunphy’s 1933 map of his and his club members’ proposed Blue Mountains National Park. Discuss why the map was made, its purpose and reasons for the proposal of a national park.

c. View contemporary images of the Greater Blue Mountains World Heritage Area. Research the unique values that were promoted for its inclusion onto the World Heritage List. https://www.environment.gov.au/heritage/places/world/blue-mountains
Source 3: Myles Dunphy papers mainly relating to the bushwalking conservation movement, 1905-1984

Source 4: Myles Dunphy papers mainly relating to the bushwalking conservation movement, 1905-1984

Source 5: Myles Dunphy papers mainly relating to the bushwalking conservation movement, 1905-1984

Observe: What has been done by hand? What information has Myles recorded in his sketch? What does he describe in his notes?

Infer: What was the purpose of the diary? How would Myles have used the diary?
**Source 6:** Box 81: Myles Dunphy lantern slides of Grose, ca. 1910-1930

[Image of a man setting up a tent in a forested area]

[Link to image source](http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=1219007)

**Source 7:** Box 24: Myles Dunphy lantern slides of Tuglow, Kanangra, Cedar Road, Burragorang with G. Matheson, 1915

[Image of a mountainous landscape]

[Link to image source](http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=1217436)

**Observe:** What are the natural features of the area? What is Myles or his companion doing in the image?

**Infer:** What were Myles’ perceptions of the Blue Mountains area? Why do you think that?
**Source 8:** Box 21: Myles Dunphy lantern slides of Boyd, Kanangara, Burrarorang with Davies De Mol and Barker 1919

**Source 9:** Box 21: Myles Dunphy lantern slides of Boyd, Kanangara, Burrarorang with Davies De Mol and Barker 1919

| Observe: What are the natural features of the area? What is Myles or his companion doing in the image? | Infer: What were Myles’ perceptions of the Blue Mountains area? Why do you think that? |
**Source 10:** Box 22: Myles Dunphy lantern slides of Gallop, Dunphy, Burragorang, Lower Cox's River, Lower Kowmung, Kookum, Bushrangers Pass, Wentworth falls, 1916

[Image of a river scene with trees and a bench]


**Source 11:** Map created by Myles Dunphy, December 1933. Box 14: Myles Dunphy lantern slides of Blue Mountains National Park, ca. 1910-1930

[Image of a map of the Blue Mountains National Park]

## Activity 3: Representing geographical information – Greater Blue Mountains World Heritage Area

<table>
<thead>
<tr>
<th>Natural features of the Blue Mountains:</th>
<th>Geographical tools used by Myles Dunphy to record the areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human features of the Blue Mountains:</td>
<td>Clubs Myles Dunphy belonged to and his role:</td>
</tr>
<tr>
<td>Unique features of the area used for World Heritage listing:</td>
<td>Lantern slides were made of glass and could be projected to a large audience in a similar way to a data projector today. How may Myles have used his collections of lantern slides?</td>
</tr>
<tr>
<td>What does inclusion in the World Heritage Register mean?</td>
<td>What methods are used today to promote people’s perceptions of an area?</td>
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</table>
## Activity 4: Processing geographical information – Perceptions of Myles Dunphy

Imagine you are Myles Dunphy trekking through, camping in and exploring the Blue Mountains. Complete the sentences:

<table>
<thead>
<tr>
<th>Image</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td>I chose this place to camp because…</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td>Standing on the rock I …</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image" /></td>
<td>I took this photograph because …</td>
</tr>
</tbody>
</table>
Activity 5: Communicating – National park brochure

Create a travel brochure or mock web page on one of the places in the Greater Blue Mountains World Heritage Area. Use persuasive language and compelling images to highlight its outstanding natural features, explaining why the area is a World Heritage site. Include a map locating the area, a list of visitor facilities and information on what to see and do. Explain ways in which visitors can help protect the area.

Background notes for teachers

Greater Blue Mountains World Heritage Area


Myles Dunphy – the father of conservation

“In 1933 Dunphy had helped to form … the National Parks and Primitive Areas Council, which sought the reservation of scenic areas for recreation. He looked enviously on the development of national parks in the United States of America and hoped to encourage similarly protected environments in New South Wales for bushwalkers. As secretary of the NP&PAC, in 1934 Dunphy publicised a proposal for a Blue Mountains national park that had been submitted in 1932, but it was not until 1959 that lobbying resulted in a government gazettal of 155,676 acres (63,000 ha). This park was only a quarter of the size envisioned by Dunphy but with subsequent additions, such as the Wollemi National Park in 1979, the eventual Greater Blue Mountains Park fulfilled his original proposal.”

“Displaying a lifelong commitment to connecting urban residents with the natural world, Dunphy made a profound contribution to the conservation cause. ’Whether we like it or not’, he had commented in 1934, ’we hold our land in trust for our successors’. His
skill as a cartographer and his role as a lobbyist ensured that land was preserved for his successors to enjoy. His trail (literally) can still be followed.” Australian Dictionary of Biography [1]

**NSW Syllabus for the Australian Curriculum Geography K–6**

<table>
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<tr>
<th>Outcomes</th>
<th>Geographical Inquiry Skills</th>
<th>Geographical Concepts</th>
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</table>
| GE2-1 examines features and characteristics of places and environments | **Acquiring geographical information**  
  - develop geographical questions to investigate (ACHGS019, ACHGS026)  
  - collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet (ACHGS020, ACHGS027) | **Place**: the significance of places and what they are like eg natural and human features and characteristics of different places and their similarities and differences; how people’s perceptions about places influence their responses and actions to protect them. |
| GE2-2 describes the ways people, places and environments interact | **Processing geographical information**  
  - represent data by constructing tables, graphs and maps (ACHGS021, ACHGS028)  
  - represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS022, ACHGS029) | **Space**: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg settlement patterns within Australia, neighbouring countries and other countries. |
| GE2-3 examines differing perceptions about the management of places and environments | | **Environment**: the significance of the environment in human life, and the important interrelationships between humans and the environment eg how climate and environment influence settlement patterns; interconnections between people and environments; differing ways people can use environments sustainably. |
| GE2-4 acquires and communicates geographical information using geographical tools for inquiry | | **Interconnection**: no object of geographical study can be viewed in isolation eg |
- interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023, ACHGS030)

**Communicating geographical information**
- present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS024, ACHGS031)
- reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025, ACHGS032)

interconnections between people, places and environments; influence of people’s values on the management and protection of places and environments and the custodial responsibilities of Aboriginal and Torres Strait Islander Peoples.

**Scale:** the way that geographical phenomena and problems can be examined at different spatial levels eg types of settlement across a range of scales; the influence of climate across a range of scales.

**Sustainability:** the capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources; differing views about environmental sustainability; sustainable management of waste.

### Learning across the curriculum

- Sustainability
- Ethical understanding
- Literacy
- Personal and social capability
• Civics and citizenship
### Resources

#### Picture books
- The Bushwalk by Sandra Kendell
- Leaf Litter by Rachel Tonkin
- In the Bush: Our Holiday at Wombat Flat by Roland Harvey

#### Videos

#### Sources
- Bush pram and dog boots, Myles Dunphy collection, Australian National Museum
- NSW Father of Conservation – newspaper article 28-3-1984

#### Websites
- Great Blue Mountains: Inscribed in the World Heritage Area in 200 – fact sheet
- Blue Mountains National Park
- Kanangra-Boyd National Park