| listory | Year 3 |
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## Change in a community - School of Arts, Reserve Rd Coomera

| Name:  | Teacher: |
|--------|----------|
| Class: | Date:    |

Reserve Road Coomera, School of Arts in the past.

- Look at the visual source below to pose questions about the natural and built environment.
- Locate information in the visual source to answer your posed questions.

| Question: |  |
|-----------|--|
| Answer:   |  |
|           |  |
|           |  |
|           |  |
| Question: |  |
| Answer:   |  |
|           |  |
|           |  |
|           |  |
| Question: |  |
| Answer:   |  |
|           |  |
|           |  |
|           |  |



Reserve Road Coomera, School of Arts in the present.

- Look at the visual source below to pose questions about the natural and built environment.
- Locate information in the visual source to answer your posed questions.

| Question: |
|-----------|
| Answer:   |
|           |
|           |
|           |
| Question: |
| Answer:   |
|           |
|           |
|           |
| Question: |
| Answer:   |
|           |
|           |
|           |



**Part C:** Compare the continuities and changes of the natural and built environment of Coomera over time by completing the table.

## Coomera in the past





| What stayed the same? | What changed? |  |  |
|-----------------------|---------------|--|--|
|                       |               |  |  |
| •                     | •             |  |  |
|                       |               |  |  |
| •                     | •             |  |  |
|                       |               |  |  |
| •                     | •             |  |  |
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Pose a question about continuity and change in the natural and built environment of Coomera

| Question: |  |  |
|-----------|--|--|
|           |  |  |
|           |  |  |
|           |  |  |

Answer your posed question using the information in the table above and the photographs of the natural and built environment from the past and present.

| Answer: |  |  |  |
|---------|--|--|--|
|         |  |  |  |
|         |  |  |  |
|         |  |  |  |