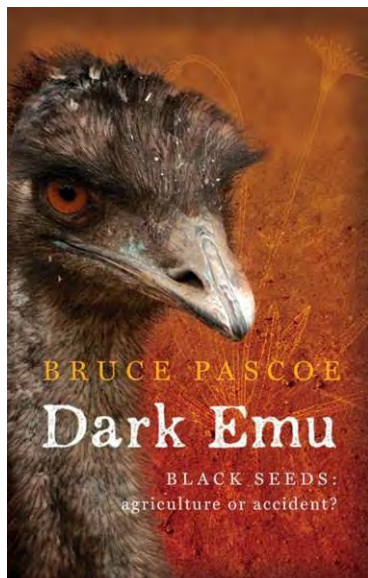


# RESOURCES FOR GEOGRAPHY 7–12

## A selection recommended by the editor



This is a selection of print and digital resources recommended by the editor to support the new Geography syllabus K–10 and existing Stage 6 Geography syllabus.

### 1. Dark emu – Black seeds: agriculture or accident?

By Bruce Pascoe

“Dark Emu puts forward an argument for a reconsideration of the hunter-gatherer tag for precolonial Aboriginal Australians. The evidence insists that Aboriginal people right across the continent were using domesticated plants, sowing, harvesting, irrigating and storing – behaviours inconsistent with the hunter-gatherer tag”

<http://www.booktopia.com.au/dark-emu-bruce-pascoe/prod9781922142436.html>

#### Syllabus link: Cross curriculum priorities

*The study of Geography provides valuable opportunities for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. It emphasises the relationships people have with places and their interconnections with the environments in which they live.*

*The study of Geography integrates Aboriginal and Torres Strait Islander Peoples’ use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies. Students learn that there are different ways of thinking about and interacting with the environment and how this can influence sustainable development.*

*BOSTES Geography K–10 Syllabus*



### 2. Awesome forces: The natural hazards that threaten New Zealand

Edited by: Geoff Hicks and Hamish Campbell

“Storms, landslides, earthquakes, volcanoes, tsunami – all New Zealanders will encounter at least one of these hazards in their lives.

Informative, generously illustrated, and written by some of New Zealand’s leading scientists, this massively revised and updated edition of Te Papa Press’s bestselling title is now more relevant than ever.

With all-new information on climate change and the social and emotional impact of disasters, this book is a fascinating and essential resource.

Produced in association with EQC and GNS Science”

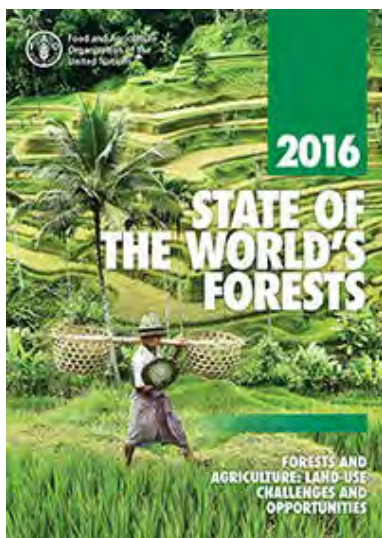
<https://www.tepapa.govt.nz/about/te-papa-press/natural-history/awesome-forces-natural-hazards-threaten-new-zealand>

#### Syllabus link: Stage 4 Landscapes and Landforms

*Students investigate ONE contemporary geomorphic hazard including causes, impacts and responses.*

*BOSTES Geography K–10 Syllabus*

## 3. GLOBAL PDF REPORTS



### State of the world's forests 2016

<http://www.fao.org/publications/sofo/en/>

"Forests and trees support sustainable agriculture. They stabilize soils and climate, regulate water flows, give shade and shelter, and provide a habitat for pollinators and the natural predators of agricultural pests. They also contribute to the food security of hundreds of millions of people, for whom they are important sources of food, energy and income. Yet, agriculture remains the major driver of deforestation globally, and agricultural, forestry and land policies are often at odds.

State of the World's Forests (SOFO) 2016 shows that it is possible to increase agricultural productivity and food security while halting or even reversing deforestation, highlighting the successful efforts of Costa Rica, Chile, the Gambia, Georgia, Ghana, Tunisia and Viet Nam."

#### Syllabus links:

#### Stage 5 Sustainable biomes

*Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations.*

*BOSTES Geography K–10 Syllabus*



### The State of World Fisheries and Aquaculture

<http://www.fao.org/fishery/sofia/en>

The State of World Fisheries and Aquaculture (SOFIA) is the flagship publication of the FAO Fisheries and Aquaculture Department. This premier advocacy document is published every two years to provide policy-makers, civil society and those whose livelihoods depend on the sector a comprehensive; objective and global view of capture fisheries and aquaculture, including associated policy issues.

#### Syllabus links

#### Stage 5: Sustainable biomes

*Students investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations.*

#### Stage 5: Environmental change and management

*Students select ONE type of environment in Australia as the context for a comparative study with at least ONE other country. (Marine environments)*

*BOSTES Geography K–10 Syllabus*

#### Stage 6: People and Economic Activity

*A description of the nature, spatial patterns and future directions of ONE economic activity in a global context (Capture fisheries OR Aquaculture)*

*Factors explaining the nature, spatial patterns and future directions of the selected economic activity*

*The environmental, social and economic impacts of the economic activity*



# RESOURCES FOR GEOGRAPHY 7–12

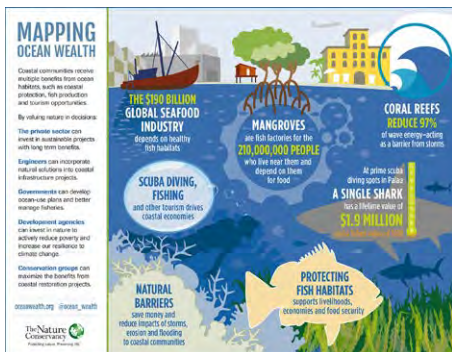


## Atlas of Ocean Wealth

<https://global.nature.org/content/atlas-of-ocean-wealth>

Full of wonderful infographics, maps and illustrations – this report is ideal for developing visual literacy activities for students of all capabilities.

“The Atlas of Ocean Wealth is the largest collection to date of information about the economic, social and cultural values of coastal and marine habitats from all over the world. The work includes more than 35 novel and critically important maps that show how nature’s value to people varies widely from place to place. They also illustrate nature’s potential. These maps show that we can accurately quantify the value of marine resources.



### Syllabus links

#### Stage 5: Environmental change and management

*Students select ONE type of environment in Australia as the context for a comparative study with at least ONE other country. (Marine environments)*

*BOSTES Geography K–10 Syllabus*

#### Stage 6: Ecosystems at risk

*Vulnerability and resilience of ecosystems*

*– impacts due to human induced modifications to energy flows, nutrient cycling, and relationships between biophysical components*

*The importance of ecosystem management and protection*



## Living planet Report 2014

(NOTE: 2016 edition will be published soon)

<http://www.worldwildlife.org/pages/living-planet-report-2014>

The Living Planet Report documents the state of the planet—including biodiversity, ecosystems, and demand on natural resources—and what this means for humans and wildlife.

Published by WWF every two years, the report brings together a variety of research to provide a comprehensive view of the health of the earth.

Its findings reveal that:

- Wildlife populations worldwide have declined by 52 per cent since 1970
- We are living as though we have more than one planet at our disposal
- By taking more than nature can replenish, we are jeopardising our own future

### Syllabus links

#### Stage 5: Environmental change and management

*Students investigate:*

- the role and importance of natural environments*
- human-induced environmental changes across a range of scales*

*BOSTES Geography K–10 Syllabus*

#### Stage 6: Ecosystems at risk

*Vulnerability and resilience of ecosystems*

*– impacts due to human induced modifications to energy flows, nutrient cycling, and relationships between biophysical components*

*The importance of ecosystem management and protection*



## World cities report 2016

<http://unhabitat.org/un-habitat-launches-the-world-cities-report-2016/>  
<http://wcr.unhabitat.org>

“The World Cities Report 2016, Urbanization and Development: Emerging Futures, says that the top 600 cities, with 1/5th of the world’s population, produce 60 per cent of global GDP. However, when unplanned and unmanaged, urbanization can lead to increased inequality, the growth of slums and disastrous impacts on climate change, according to the report.”



### Syllabus links

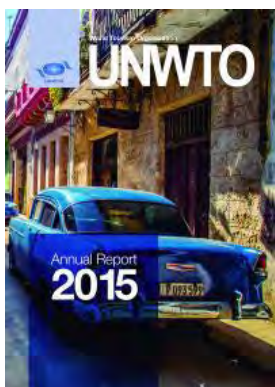
#### Stage 5: Changing places

*Students investigate the causes and consequences of urbanisation with reference to ONE Asian country*

BOSTES Geography K–10 Syllabus

#### Stage 6: Urban places

*The urban dynamics of change: suburbanisation, exurbanisation, counterurbanisation, decentralisation, consolidation, urban decay, urban renewal, urban village, spatial exclusion*



## World Tourism organisation Annual Report 2015

<http://www2.unwto.org/publication/unwto-annual-report-2015>

The World Tourism Organization (UNWTO) is the United Nations specialized agency mandated with the promotion of responsible, sustainable and universally accessible tourism.

“December 2015, the United Nations declared 2017 as the International Year of Sustainable Tourism for Development. This is a unique opportunity to better establish tourism as a global and national priority, a valuable component of all efforts to advance economic growth, cultural and environmental protection, mutual understanding and peace. It reflects the belief of UNWTO that greater recognition should be given to the tourism sector as fundamental to shepherding us all into a sustainable and prosperous future.

Over one billion tourists travelled internationally in 2015. It is up to all involved in our sector to seize over one billion opportunities for sustainable development, in line with the post-2015 development framework and the SDGs. In this crucial new chapter of global development, UNWTO continues to work to harness tourism’s full potential on economies, societies and the environment.”

General Secretary, World Tourism Organisation Annual Report 2015

### Syllabus links

#### Stage 4: Interconnections

*Students investigate the influences on and effects of, people’s travel and recreational, cultural or leisure connections with different places for the future, for example: analysis of patterns and trends in people’s travel activities.*

BOSTES Geography K–10 Syllabus

#### Stage 6: People and Economic Activity

*A description of the nature, spatial patterns and future directions of ONE economic activity in a global context (Capture fisheries OR Aquaculture)*

*Factors explaining the nature, spatial patterns and future directions of the selected economic activity*

*The environmental, social and economic impacts of the economic activity*