MASTERCLASS: CHANGING PLACES

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THE 'WHEN' OF WHERE? (& WHY & HOW)

- I. Conceptual focus: purpose and direction of the unit; content descriptions
- 2.Assessment: progression in understanding and skills; backward mapping
- 3. Syllabus logistics: connecting the key components across both strands; deciding on order, timing, scale and type of investigation; connection with rest of Stage 5; pathway in to Stage 6 and from Stage 4

I. CONCEPTUAL FOCUS

The underpinning emphasis

Making the implicit, explicit

The geographical location human concept pattern distribution wheel natural uniqueness Interconnection interconnection local-global trends density characteristics orocesses proximity Change futures virtual intangible environment relative sustainability links impact of change time consistency association pace dynamic system flow movement interdependence equilibrium system interconnection measurement futures directions change triple bottom line distance system hierarchies ecology biosphere local-global biodiversity generational space equity non-living living maps interconnection justice human-physical processes sustainability **Environment**

HTTPS://SYLLABUS.BOSTES.NSW.EDU.AU/HSIE/GEOGRAPHY-K10/CONTENT/1193/

By the end of this unit students will be able to

Demonstrate an understanding about...(K/U)

By doing....(Skills)

In the context of...(InqFrame)









THE CONCEPTUAL DETAIL OF CHANGING PLACES

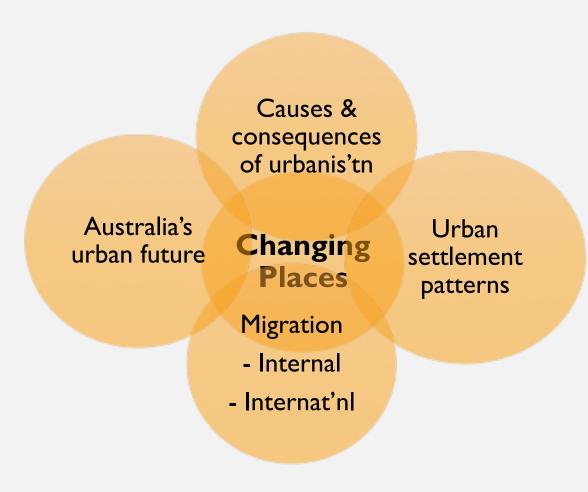
IN THIS UNIT OVERALL

Apparent concepts:

Dominant concepts:

Chosen conceptual focus:

IN THE CONTENT DESCRIPTIONS



THE CONCEPTUAL DETAIL OF CHANGING PLACES

IN THE INQUIRY QUESTIONS

Suggested questions (syllabus):

My question(s):

• Explicit or implicit:

WHERE DOES THIS CONCEPTUAL UNDERSTANDING COME FROM OR LEAD TO?

• Stage 4:

• Stage 5:

• Stage 6:

DEMONSTRATING THE EXTENT OF CHANGE IN PLACES

- See the photographs (next slide)
- Causes and consequences
- Urban settlement patterns
- Internal Migration
- International Migration











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2. ASSESSMENT

Start at the end and work back

DEVELOPING AN ASSESSMENT STRATEGY

Progression not mastery (Geoff Masters, ACER)

For learning
Of learning
'Big goal' (start at the end)

 https://www.teachermagazine.com.au/geoffmasters/article/learning-assessments-designing-thefuture

• https://www.edutopia.org/pdfs/resources/wiggins-mctighe-backward-design-why-backward-is-best.pdf

3. SYLLABUS LOGISTICS

The jigsaw – putting the pieces together

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Outcomes	Knowledge and Understanding	Inquiry question(s)	Inquiry skills and geographical tools

INQUIRY SKILLS; GEOGRAPHICAL TOOLS

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- What? Where? Frequency? Justification
- Be mindful of the rest of Stage 5

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- What? Where? Frequency? Justification?
- Be mindful of the rest of Stage 5

TIMING AND ORDER

- Can be 'chunked'/combined or integrated, with another Stage 5 unit;
- Can be completed in a linear or altered order
- Can use, adjust or ignore the dash points (elaborations)
- Can be covered to different levels of depth (doesn't have to be equal)

Thoughts... Decisions...



QUESTIONS FOR CLARIFICATION





THANK YOU FOR YOUR PARTICIPATION

I really liked...

A take-away for me is...

Next time, could you...

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