

Introduction - Weird and Wonderful Landscapes and Landforms | Stage 4 | Geography

Summary	Duration
An introductory unit developed in order to help the students gain an understanding of geographic concepts related to the diversity and formation of landscapes and landforms.	Term 1 6 weeks Detail: 6 weeks - 4 periods a cycle

Outcomes	Key Inquiry Questions
<p>Geography K-10</p> <p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE4-2 describes processes and influences that form and transform places and environments</p> <p>GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry</p>	<p>What are the diverse landscapes and landforms and their distinctive landform features?</p> <p>Why is there a diversity of landscapes and landforms on Earth?</p> <p>How do geomorphic processes produce landforms?</p> <p>How do ATSI Peoples value landscapes and landforms?</p>

Geographical Concepts	Geographical Skills	Geographical Tools
<ul style="list-style-type: none"> • Scale: the way that landscapes and landforms can be examined at different spatial levels eg different landscapes exist at different scales • Place: the location of different landscapes and landforms • Space: the spatial distribution of particular landscapes eg deserts, karst landforms, volcanoes • Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people • Change: how geomorphic processes change landforms and landscapes 	<p>Acquiring geographical information</p> <ul style="list-style-type: none"> • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) <p>Processing geographical information</p> <ul style="list-style-type: none"> • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present findings using photos selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) 	<p>Examples may include:</p> <p>Maps - M</p> <ul style="list-style-type: none"> • sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts <p>Fieldwork - F</p> <ul style="list-style-type: none"> • observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS <p>Spatial technologies - ST</p> <ul style="list-style-type: none"> • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS) <p>Visual representations - VR</p> <ul style="list-style-type: none"> • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools

Content	Teaching, Learning and Assessment (for, as and of learning)	Resources
<p>Stage 4 - Landscapes and Landforms Landscapes and landforms Students: investigate different landscape and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050) identification of different landscapes and landforms M, VS, ST examination of ONE/more landscape and its distinctive landforms VS, ST, explanation of geomorphic processes that have created specific landforms eg weathering, erosion, deposition, tectonic plates</p>	<p>Weird and Wonderful Landforms - Variety of landscapes Students: Use the Google Cardboard/photographs and 360 deg YouTube videos/Expeditions app to explore different landscapes (natural and human) Complete See, Think, Wonder routine using one of these landscapes Use photographs/Google Earth to distinguish between different landscapes (mountain, coastal, desert, riverine, karst and human - agricultural, industrial, urban etc). Use photos and 360 deg cities overlays in Google Earth. Complete map of the world with main continents and oceans, and location of some of these landscapes. Identify spatial patterns Distinguish between landscapes and landforms Identify common landforms which are characteristics of these natural landscapes. Match and label a variety of landforms found in natural landscapes. Complete Think, Puzzle, Explore routine to begin investigation into how these landforms were created</p> <p>Tools development - Types of photographs Students Identify the main types of photographs (ground, oblique, aerial and satellite) as tools Identify the types of photographs using examples Annotate and label a digital photograph of a chosen landscape</p> <p>Restless Earth - Geomorphic process that create distinctive landforms Students: Identify geomorphic processes - tectonic activity (vulcanism, faulting and folding) and weathering (creating erosional and depositional landforms). Recreate simplified geomorphic processes diagram using images of specific landforms Examine the formation of Uluru. Teacher models selecting and labelling photos and using flowchart/diagram to illustrate the landform and its formation. Examine a variety of landforms /students select a landscape and use the geomorphic processes to explain how the relevant landform/s were created eg Twelve Apostles, Halong Bay, Niagara Falls, Nullabor Plain, a volcano, Himalayas, Geiranger Fjord, Monument Valley, Giant's Causeway, Fraser Island etc. AT1:</p>	<p>360 deg YouTube videos/Expeditions app for iPhone and iPad http://www.bbc.com/earth/story/20150205-the-15-most-amazing-landforms?ocid=fbert BBC Planet Earth 2 DVD and website http://www.bbcearth.com/planetearth2/ 2.1 Pearson Geog NSW Stage 4 1.1 Oxford Insight Geography 4 3.1 Macmillan GeoWorld NSW 7 1.1 Macmillan GeoWorld NSW 7</p> <p>3.1 Macmillan GeoWorld NSW 7 NSW Stage p88 Nelson Essential Geog Skills p50-51 Macmillan Keys to Geography p60-72 AGTA Geography Skills Unlocked, p92-95</p> <p>1.4 Macmillan GeoWorld NSW 7 (simplified) Chapter 2 Macmillan GeoWorld NSW 7 Oxford Insight Geography 4 (pp56-67) 3.17 Macmillan GeoWorld NSW 7 http://splash.abc.net.au/home#!/media/1436296/how-uluru-came-to-be http://splash.abc.net.au/home#!/media/1762942/magnificent-uluru</p> <p>Macmillan Keys to Geography p60-72 Nelson Essential Geog Skills, p64-65</p>

	Students use a landscape photograph to identify the main landform/s and a simple flow chart/diagrams to explain the creation of these landforms and a map of its location. Use peer assessment to provide feedback to the students. M, ST, VR	
Value of landscapes and landforms Students: investigate the aesthetic, cultural and economic value of landscapes and landforms for people, including ATSI Peoples, for example (ACHGK049 explanation of the aesthetic, cultural and spiritual value of landscapes or landforms in different places identification of how a landscape can have economic value	Valuing landscapes and landforms Students: Describe the aesthetic, cultural and economic value of Uluru Investigate the aesthetic, cultural and economic value of ONE other landforms displayed from ATS1. Complete a Headline routine to summarise the main idea of valuing landscapes.	3.16-3.19 GeoWorld NSW 7 2.6 Pearson Geography Stage 4/p34 Activity book http://splash.abc.net.au/home#!/media/2182479/meet-uluru%E2%80%99s-traditional-owners Cambridge Geog Stage 4 p53-55

Coral reefs - GBR and Global | Stage 4 | Geography

Summary	Duration
Students explore the coral reefs of both Australia and globally, as an example of a landscape and its distinctive landforms. Through inquiry learning the students develop an understanding of atmospheric hazards.	Term 1 Wk 7 - Term 2 Wk9 Detail: Taught over 13 weeks - 4 periods per cycle

Outcomes	Key Inquiry Questions
Geography K-10 GE41 locates and describes the diverse features and characteristics of a range of places and environments GE42 describes processes and influences that form and transform places and environments GE44 examines perspectives of people and organisations on a range of geographical issues GE45 discusses management of places and environments for their sustainability GE47 acquires and processes geographical information by selecting and using geographical tools for inquiry GE48 communicates geographical information using a variety of strategies	What are the features of this landscape and how are reefs created? Why do the ATSI People value the GBR? How do they manage it? What are the causes, impacts and responses to Tropical Cyclones? How does human activity impact coral reefs? In what ways are these impacts being managed? What are the patterns and trends, impacts of and implications for the future?

Geographical Concepts	Geographical Skills	Geographical Tools
<ul style="list-style-type: none"> • Place: the significance of places and what they are like eg factors influencing people's perceptions of places; the special significance place has to some people; the effect of global trade, transport, information and communication technologies on places across the world. • Space: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg spatial distribution of landscapes, 	Acquiring geographical information <ul style="list-style-type: none"> • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary 	Examples may include: Maps - M synoptic charts, world maps Graphs and statistics - GS <ul style="list-style-type: none"> • data tables, pie graphs, column graphs, compound column graphs, line graphs, climate

<p>global water resources and natural hazards; how location influences the ways people organise places.</p> <ul style="list-style-type: none"> • Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and human environments. • Interconnection: no object of geographical study can be viewed in isolation eg how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places; how people affect the environment such as people’s use of water on its quality and availability as a resource. • Scale: the way that geographical phenomena and problems can be examined at different spatial levels eg management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales. • Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg pressures on the Earth’s water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches. • Change: explaining geographical phenomena by investigating how they have developed over time eg changes to resources, landscapes and places over time through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes. 	<p>data and secondary information sources (ACHGS048, ACHGS056)</p> <p>Processing geographical information</p> <ul style="list-style-type: none"> • evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057) • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) • analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059) • apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062) 	<p>graphs, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends</p> <p>Spatial technologies - ST</p> <ul style="list-style-type: none"> • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS) <p>Visual representations - VR</p> <ul style="list-style-type: none"> • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools
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Content	Teaching, Learning and Assessment (for, as and of learning)	Resources
<p>Stage 4 - Landscapes and Landforms</p> <p>Landscapes and landforms</p> <p>Students:</p> <p>investigate different landscape and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)</p> <p>examination of ONE landscape and its distinctive landforms</p>	<p>Use the Google Cardboard/photographs and 360 deg YouTube videos/Expeditions app to explore Coral Reefs. OR Underwater Google Streetview. Complete a See Think Wonder exercise.</p> <p>Map the location of coral reefs globally and describe their spatial distribution.</p> <p>Using a sandbox or play-dough and a water tray, model types of coral reefs; barrier, cays, patch reefs, fringing reefs, atolls. Sketch each type and outline the processes involved.</p> <p>Annotate a diagram of a coral polyp. Create a large poster-size polyp for the classroom.</p>	<p>http://www.gearthblog.com/blog/archives/2012/09/street_view_goes_underwater.html</p> <p>Pearson “Global Explorations” Kleeman 2nd Ed pp254-5.</p> <p>Pearson “GeoFocus 1” Handley, pp84-9.</p> <p>Clickview: “David Attenborough’s Great Barrier Reef” Episode 1 - Builders.</p>

<p>Stage 4 - Landscapes and landforms (Water in the World) Natural hazard Students: investigate ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses, for example: (ACHGK042) explanation of the spatial distribution, cause and impact of the disaster examination of responses by individuals, groups and government to the impact of the disaster prediction of the impact of climate change on the occurrence, frequency and extent of this type of hazard discussion of management strategies to reduce the future impact of similar hazard events</p>	<p>Tools Development Synoptic charts - students complete the worksheet in Nelson. Create and record a 1minute weather report using a current synoptic chart. Climate graphs - Pretest by examining a climate graph image from the internet. Complete relevant pages from Nelson. Students construct a climate graph for Cairns and create an accompanying worksheet. Introduction to Cyclones/Typhoons/Hurricanes Clickview "Life on the Reef". Identify causes and impacts. Clickview - "Cyclones" View National Geographic video of hurricanes Complete worksheet, using skills in interpreting photographs and a wind-speed graph. Assessment Task 2 Students conduct individual research into a contemporary atmospheric hazard affecting coral reefs (cyclone, typhoon, hurricane). Incorporating the geographical tools of mapping, synoptic charts and climate graphs. Students complete activities from Nelson on Conducting Internet Research, Writing Paragraphs and Interpreting Resources to develop literacy and research skills.</p>	<p>Nelson Essential Geography Skills, pp34-5 Nelson Essential Grography Skills pp20-21. Pearson Geography NSW, pp422-423. Clickview "Life on the Reef" Series 1 Episode 3. 50 mins Clickview "Cyclones" Series: Hazards, Disasters and Survival 15mins http://video.nationalgeographic.com/video/101-videos/hurricanes-101 3 mins Pearson Activity book pp109-111. Pearson pp252-5. Nelson Essential Geography Skills, pp68-69, 84-87.</p>
<p>Stage 4 - Landscapes and Landforms Value of landscapes and landforms Students: investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049) explanation of the aesthetic value of coral reefs to culture and identity description of the cultural and spiritual value of landscapes or landforms in different places identification of how a landscape can have economic value for different people</p>	<p>Group work: Select an island in the Pacific and research the importance of the reef to their community. Present the research as a mind map on a poster. Written homework task to show understanding. Differentiated task; one paragraph or a full extended response.</p>	<p>http://www.reefresilience.org/coral-reefs/reefs-and-resilience/value-of-reefs/ http://wwf.panda.org/about_our_earth/blue_planet/coasts/coral_reefs/coral_importance/</p>
<p>Stage 4 - Landscapes and landforms (Interconnections) Personal connections Students:</p>	<p>Case study examining the impact of tourism on reefs. Using resources provided by the teacher, complete a Sentence, Phrase, Word template for 1 or 2</p>	<p>Caribbean - Pearson "Global Explorations" 2nd edition, Kleeman, p262.</p>

<p>investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future (ACHGK065, ACHGK069)</p> <p>examination of the impact of people's travel, recreational, cultural and/or leisure activities on the future of coral reefs strategies to achieve sustainability</p>	<p>resources. http://www.rcsthinkfromthemiddle.com/uploads/2/3/4/1/23418034/spw_template.pdf</p> <p>Work in pairs to summarise the impacts into a mindmap. Use symbols and images for each impact.</p>	<p>- http://tinyurl.com/ml6gztm - http://www.reefresilience.org/coral-reefs/stressors/local-stressors/coral-reefs-tourism-and-recreational-impacts/ - http://www.coastalwiki.org/wiki/Impact_of_tourism_in_coastal_areas:_Need_of_sustainable_tourism_strategy http://ecobnb.com/blog/2013/07/how-does-cruise-ships-impact-on-the-environment/</p>
<p>Stage 4 - Landscapes and Landforms Landscape management and protection Students: investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: (ACHGK052) description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing examination of management and protection strategies for ONE landscapes</p>	<p>Examine management strategies for protecting reefs. by conducting a Jigsaw activity, becoming an expert in one area and teaching others.</p> <p>Tourism management Marine Parks World Heritage listing Government policies/restrictions regarding mining Government policies/restrictions regarding farming ATSI protection and sustainability practices</p> <p>Extension: Class debate "Placing the GBR onto the WH In Danger list will save the reef".</p>	<p>Red Sea Clickview: The Nature of Things - Coral Reefs, Rainforest of the Sea G/0318 Ch5-7. http://www.hepca.org/conservation/ http://www.egyptindependent.com/news/will-eco-labeling-hotels-help-reverse-decades-neglect http://whc.unesco.org/en/list/262/indicators/</p> <p>Caribbean http://whc.unesco.org/en/list/764/</p> <p>Great Barrier Reef http://whc.unesco.org/en/list/154 http://www.mrstevennewman.com/geo/GBR/traditional.htm (ATSI)</p> <p>General http://right-tourism.com/issues/marine-activities/coral-damage/#sthash.EXx0tkxw.vJ7w0s54.dpbs</p>

Mountains - Summit to Sea | Stage 4 | Geography

Summary	Duration
<p>Students explore Himalayan landscapes and landforms to explain processes that create these landscapes and shape individual landforms. They describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.</p>	<p>Terms 3-4 14 weeks Detail: 14 weeks - 4 periods per cycle</p>

Students also examine water as a resource and the factors influencing water flows and availability of water resources in the Himalayan catchment. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management.

Outcomes	Key Inquiry Questions
<p>Geography K-10</p> <p>GE41 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE42 describes processes and influences that form and transform places and environments</p> <p>GE43 explains how interactions and connections between people, places and environments result in change</p> <p>GE44 examines perspectives of people and organisations on a range of geographical issues</p> <p>GE45 discusses management of places and environments for their sustainability</p> <p>GE47 acquires and processes geographical information by selecting and using geographical tools for inquiry</p> <p>GE48 communicates geographical information using a variety of strategies</p>	<p>What are the features of this landscape?</p> <p>How were the Himalayas formed?</p> <p>Why do the Sherpas value the Himalayas? How do they manage it?</p> <p>To what extent are the Himalayas sustainably managed and protected?</p> <p>Why do the Sherpas value the Himalayas? How do they manage it?</p> <p>What are the causes, impacts and responses to earthquakes in the Himalayas?</p> <p>How do humans change the Himalayas?</p> <p>How does the water cycle connect people and places in Nepal?</p> <p>Why do the Nepalese value water?</p> <p>How do the Nepalese people attempt to manage their water resources and reduce water scarcity?</p> <p>What affect does the uneven distribution of water resources have on the the Nepalese people and the Himalayas?</p> <p>Are there any similarities/differences with water scarcity and management in India? Water crisis in India/dams in India</p> <p>How does this compare with the spatial distribution of global water resources?</p>

Geographical Concepts	Geographical Skills	Geographical Tools
<ul style="list-style-type: none"> • Place: the significance of India's landscapes, what they are like eg factors influencing people's perceptions of places; the special significance place has to some people • Space: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg spatial distribution of landscapes, global water resources and natural hazards; how location influences the ways people organise places. • Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and human environments. • Interconnection: no object of geographical study can be viewed in isolation eg how people are affected by the environment with regard to landscapes, climate and natural hazards; how people affect the environment such as people's use of water on its quality and availability as a resource. • Scale: the way that geographical phenomena and problems can be examined at different spatial levels eg management of geographical challenges across a 	<p>Acquiring geographical information</p> <ul style="list-style-type: none"> • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) <p>Processing geographical information</p> <ul style="list-style-type: none"> • evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057) • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) 	<p>Maps - M</p> <ul style="list-style-type: none"> • sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief <p>Fieldwork - F</p> <ul style="list-style-type: none"> • observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS <p>Graphs and statistics - GS</p> <ul style="list-style-type: none"> • data tables, pie graphs, column graphs, compound column graphs, line graphs, climate

<p>range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales.</p> <ul style="list-style-type: none"> • Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg pressures on India's water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches. • Change: explaining geographical phenomena by investigating how they have developed over time eg changes to resources, landscapes and places over time through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes. 	<ul style="list-style-type: none"> • analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059) • apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062) 	<p>graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends</p> <p>Spatial technologies - ST</p> <ul style="list-style-type: none"> • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS) <p>Visual representations - VR</p> <ul style="list-style-type: none"> • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools
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Content	Teaching, Learning and Assessment (for, as and of learning)	Resources
<p>Landscapes and landforms Students: investigate different landscapes and the geomorphic processes that create distinctive landforms , for example: (ACHGK048, ACHGK050) identification of mountain landscapes and landforms explanation of geomorphic processes that create mountain landforms eg weathering, erosion, deposition, tectonic activity examination of the MOUNTAIN landscape and its distinctive landforms</p>	<p>Mountain building Students: Locate the main mountain ranges/mountains on a world map. Describe the spatial distribution of mountains. Develop a theory which explains the spatial distribution of mountain landscapes. Examine plate tectonics/tectonic activity Explain the processes of faulting, folding and tectonic forces in forming mountain landscapes, producing fold, block and volcanic mountains. Label diagrams to identify the processes and give examples of each type of mountain landscape (ie those created by folding, faulting or vulcanism) Outline the role of erosion in shaping mountains through glaciation. Use photographs to identify the types of landforms which result. Describe the formation of the Himalayas - block mountains formed by collision of two continental plates</p>	<p>Pearson Geography NSW Stage 4, p32-33 Cambridge Geography NSW Stage 4, p39-43 Oxford Insight Geography Stage 4, p56-59 Oxford Insight Geography Stage 4, p60-61 The Mountain Professor http://www.mountainprofessor.com/ Splash - some mountains are still growing http://splash.abc.net.au/home#!/media/30546/folding-and-fracturing-rocks Macmillan GeoWorld NSW 7 p100-111 GeoActive 1 p98-99 and Geography Focus 1 p 116 Mount Everest and its geological story https://www.youtube.com/watch?v=3KRTfKZflp0 Formation of the Himalayas https://www.geolsoc.org.uk/Plate-Tectonics/Chap3-Plate-Margins/Convergent/Continental-Collision Physical Geography of the Himalayas https://www.geolounge.com/geography-himalayas/ Literacy in Geography Instant Lessons (7-8), p38-39</p>

<p>Value of landscapes and landforms Students: investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049) describe the value of mountain landscapes examine the value of mountain landscapes for ATSI Peoples.</p>	<p>Why mountains matter Students: Interpret and annotate mountain diagram to examine the aesthetic, cultural and economic value of mountain landscapes and landforms Compare the cultural and spiritual value of the Glasshouse Mountains, Mount Tongario, Mount St Helens, Mt Everest, Mt Kosciuszko and the Blue Mountains</p>	<p>Oxford Insight Geography NSW Stage 4, p 68-69 Oxford Insight Geography NSW Stage 4, p 90-91 Sacred Spiritual sites http://sacrednaturalsites.org/items/khumbu-sherpa-place-based-spiritual-values/</p>
<p>Geomorphic hazard Students: investigate ONE contemporary geomorphic hazard including causes, impacts and responses, for example: (ACHGK053) description of the spatial distribution of earthquakes explanation of geomorphic processes causing earthquakes and their impacts examination of the responses of individuals, groups and government to the impact of the disaster discussion of management strategies to reduce the future impact of similar natural hazard events including the role of technology in monitoring and predicting geomorphic hazards</p>	<p>Rock n roll Students: Give examples of geomorphic (or landscape) hazards. Identify most recent examples of geomorphic hazards Distinguish between a hazard and a disaster. Compare map of earthquakes with tectonic plate boundaries Use Word-Phrase-Sentence to explain the geomorphic processes which cause earthquakes and their impacts Examine the Nepal Earthquake of 2015, and apply knowledge of the processes and impacts to Nepal. Outline the responses of individuals, groups and governments to the earthquake in Nepal. Design an emergency kit for individuals, analyse the role of Nepal's government in rebuilding, consider did Australia do enough? Determine the use of technology in managing future earthquakes (drones, crowdsourcing, satellite imagery, crises mapping, digital volunteers etc) Investigate Nepal's landslide in Langtang Valley and use results to create a Glogster</p>	<p>GeoWorld NSW 7, p180, 190 Pearson Geography Stage 4, p92 Oxford Insight Geography Stage 4, p109 Disaster Planet Ep 1 (National Geographic-Clickview) Oxfam resources on Nepal earthquake http://www.oxfam.org.uk/education/resources/nepal-crisis Aftershock - Disaster in Nepal (Clickview) GeoWorld NSW 7, p 204-207 Geography for 2016 and beyond - http://www.geographypods.com/nepal-earthquake-2015.html BTN activities http://www.abc.net.au/btn/resources/teacher/episode/20150505-nepalearthquake.pdf Splash - How to predict an earthquake http://splash.abc.net.au/home#!/media/30150/predicting-earthquakes GeoWorld NSW 7, p208-209 Oxford Insight Geography Stage 4, p 124-125 Pearson Geography NSW Stage 4, p110-111 Cambridge Geography NSW , p100</p>
<p>Changing landscapes Students: investigate the human causes and effects of land degradation, for example: (ACHGK051) identification of the ways people utilise and change landscapes description of the impact of a range of human activities on landscapes examination of ONE type of landscape degradation including its spatial distribution, causes and impact</p>	<p>Fieldwork - Week 1 Term 3 Students: What is land degradation? Use photograph analysis using See-Think-Wonder in groups to determine the types of land degradation and the ways human behaviour causes land degradation. . What is the spatial distribution of land degradation in the Himalayas? Complete map. What are the causes and effects of land degradation Jig Saw Activity: Independent student investigation of ONE allocated cause and its effect on land degradation in the Himalayan Mountains. Use independent research to create a group Adobe Spark presentation on the causes and effects researched.</p>	<p>Fieldwork material Photographs of land degradation in mountain regions and their effects. Map of land degradation in Himalayas Nepal - land of contrasts: https://www.youtube.com/watch?v=ZXiFuLFIOPO GeoWorld NSW 7, p158 Impacts of Tourism:</p>

	Investigate the links between tourism and land degradation in the Himalayan Mountains and design a collage to illustrate findings.	http://environmentalissuestt.blogspot.com.au/ Royal Geographical Society - Impacts of Tourism: https://www.rgs.org/NR/rdonlyres/75AD6C2D-B268-43A6-B5C1-C3EE440E09FA/0/F3tourismfactsheet.pdf
<p>Landscape management and protection</p> <p>Students: investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: (ACHGK052) description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing examination of management and protection strategies for ONE landscape assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform</p>	<p>Students: Step Inside. Debate depicting the conflicting views of interest groups in the Himalayan Mountains. Summarise the diversity of views in a mind map. Discuss the impact of such views on the ability to manage and protect this mountain environment. Examine the ways the Himalayan Mountains are being managed and protected to minimise the effects of land degradation. Teacher allocates aspects of management and protection strategies for group research. Findings presented in Environmental Himalayan Mountains Summit 2017. Complete a comparison table of management and protection strategies implemented in the Himalayan Mountains, with those used by the ATSI people, specifically, the Aboriginal traditional owners of Uluru–Kata Tjuta National Park (Nguraritja).</p>	<p>GeoWorld NSW 7, p158-159</p> <p>Saving Himalayan Forests: WWF - http://wwf.panda.org/?199989/Keeping-the-Himalayas-healthy</p> <p>Uluru-Kata Tjuta National Park MANAGEMENT PLAN 2010–2020 https://www.environment.gov.au/system/files/resources/f7d3c167-8bd1-470a-a502-ba222067e1ac/files/management-plan.pdf</p>
	<p>Tools development - mapping and topographic maps</p> <p>Students: Identify and use the different map types Use and interpret map features (BOLTSS) Read and interpret elementary topographic map, using area and grid reference, scale, direction, relief) Construct playdough mountains Interpret glacial topographic map</p>	<p>Nelson Essential Geography Skills, p26-43 AGTA Geography Skills Unlocked, p40-43 Pearson Geography NSW Stage 4, p8-9 Oxford Insight Stage 4, p22-25 Macmillan GeoWorld NSW Stage 4, p76-81, 375-376 Macmillan GeoWorld NSW Stage 4, p369-372 Pearson Geography NSW, p10-17 Oxford Insight Geography, p26-31 Macmillan GeoWorld NSW, p34-35, 37-39 Macmillan, p112-113 Instant Lessons Middle Years Geography, p34-35 Literacy in Geography Instant Lessons (9-10), p 16-17 AGTA Geography Skills Unlocked Chapter 7 Geography Focus 1, p12-13 (Gem Island)</p>
<p>Water resources</p> <p>Students: investigate the characteristics and spatial distribution of global water resources, for example: (ACHGK037) classification of water resources identification of different forms of water used as resources examination of spatial distribution patterns of water resources Australia's water resources</p>	<p>Water in the World</p> <p>Students: Identify water as a limited renewable resource (distinguish between renewable, non-renewable and continuous resources) Use maps and graphs to complete an infographic to describe the distribution of the earth's water resources and the global distribution of freshwater. Use water bottles, balloons etc to create a visual representation of the earth's water resources</p>	<p>GeoWorld NSW 8, p 6 Oxford Insight Geography Stage 4, p200 Where is water? https://www.youtube.com/watch?v=b1f-G6v3voA Pearson NSW Stage 4, p186 GeoWorld NSW Stage 4, p10 Water for Life booklet GTA Vic, p 1-5</p>

<p>investigate the quantity and variability of water resources in Australia and India</p> <p>compare variations in water resources for Australia and India</p> <p>examination of factors influencing water flows and the availability of water resources in different places eg latitude, altitude, topography, location, climate change</p>	<p>Read and interpret data to examine water availability and use in Australia.</p> <p>Use GIS data to determine the water resources for India</p> <p>Compare water resources for Australia and India and the factors which have influenced these patterns of water availability - rainfall, rivers, topography, monsoon etc</p> <p>Review use and interpretation of climate graph tools.</p> <p>Compare the water footprint for India and Australia.</p> <p>Outline the meaning of 'water footprint'.</p>	<p>Oxford Insight Geography NSW Stage 4, p244</p> <p>Pearson NSW Stage 4, p206-209</p> <p>Water Footprint Network http://waterfootprint.org/en/resources/interactive-tools/national-water-footprint-explorer/</p> <p>UN Water GIS data http://www.unwater.org/statistics/key-water-indicators-portal/en/</p> <p>UN Water India http://www.unwater.org/kwip</p> <p>India's food and water security http://www.futuredirections.org.au/publication/india-s-food-and-water-security/</p> <p>India's Water Resources at a glance http://www.iwrs.org.in/iwr.htm</p>
<p>The water cycle/Landscapes and landforms (Ganges)</p> <p>Students:</p> <p>investigate how the operation of the water cycle connects people and places, for example: (ACHGK038)</p> <p>identification of water cycle processes</p> <p>explanation of water flows within a catchment area</p>	<p>Water catchments</p> <p>Students:</p> <p>Use a diagram to review the processes in the water cycle. (Completed in Term 1 Science program)</p> <p>Map and locate features of the Ganges River Catchment/India</p> <p>Compare the water cycle in the MDA with that in the Ganges Catchment</p> <p>Describe what is meant by a river catchment (watershed) and how it connects users within the catchment</p> <p>Identify river landforms and processes (river journey from source to estuary)</p> <p>Construct a 3D model of a river catchment</p> <p>Explain water flows within a catchment and competition between users</p> <p>(Science - upstream/downstream users and water quality)</p>	<p>GeoWorld NSW 8, p14</p> <p>Oxford Insight Geography Stage 4, p203</p> <p>Pearson NSW Stage 4, p180</p> <p>Pearson SB Geography 7, p132</p> <p>What is a watershed? https://www.youtube.com/watch?v=QOrVotzBNto</p> <p>The South Asia Water Initiative https://www.southasiawaterinitiative.org/node/7</p> <p>Murray Darling Association Education resources (Video) http://www.mda.asn.au/education/resources.aspx</p> <p>Google Earth</p> <p>Macmillan GeoWorld NSW 7, p44</p> <p>Pearson Geography NSW Stage 4, p188</p> <p>Cambridge Stage 4 NSW, p226</p>
<p>The value of water/value of landscape (Ganges)</p> <p>Students:</p> <p>investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example: (ACHGK041)</p> <p>description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses</p> <p>discussion of variations in people's perceptions about the value of water eg economic versus aesthetic</p> <p>comparison of the importance of water to ONE Aboriginal and Torres Strait Islander community and/or ONE Asian community</p>	<p>Students:</p> <p>Brainstorm the importance of water for life, human well-being, aesthetic, spiritual and recreational purposes.</p> <p>Multiple Values of water - mindmap and application questions.</p> <p>Take a trip down the Ganges. How is water used by the people of the Ganges? Consider the agricultural, commercial, industrial, spiritual and recreational uses, and their significance.</p> <p>Develop an annotated visual display map of the Ganges River that identifies and describes the uses and value of the river.</p>	<p>Pearsons Geography Stage 4, pp174-175</p> <p>GeoWorld NSW 8, p38</p> <p>Trip Down the Ganges https://www.good.is/slideshows/slideshow-take-a-trip-down-the-ganges-with-this-documentary-film-crew#9</p> <p>http://wwf.panda.org/about_our_earth/about_freshwater/rivers/irbm/cases/ganges_river_case_study/</p>

<p>Water scarcity and water management/landscape management and protection Students: investigate the nature of water scarcity and ways of overcoming it, for example: (ACHGK040) description of the nature, extent and causes of water scarcity in different countries assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management proposal of individual actions contributing to water management</p>	<p>Science - water quality with reference to Baptist World Aid and provision of wells into villages in LDCs eg Cambodia.</p> <p>Discuss the reasons for the scarcity of water and water quality in the Ganges River. Individual research and annotation of images depicting the reasons identified. Create a group photo essay based on individual research.</p> <p>India's dying mother</p> <p>Case Study: Impact of tube wells for groundwater extraction on the scarcity of water. What is groundwater? How significant is groundwater for farmers in India? Complete a time line from 1960 - 2015 that depicts the use of tube wells and their impact on the supply of water in India.</p> <p>Discussion of how effectively water in the Ganges River is being managed. Case Study: WWF Pilot Demonstration Project</p> <p>I Used to Think - Now I Think</p>	<p>Source of Life Becomes the Threat Pearson Geography 7 pp126-127 In Teeming India, Water Crisis Means Dry Pipes and Foul Sludge http://www.nytimes.com/2006/09/29/world/asia/29water.html?action=click&contentCollection=Opinion&module=RelatedCoverage&region=Marginalia&pgtype=article</p> <p>http://wwf.panda.org/?199989/Keeping-the-Himalayas-healthy</p> <p>Pearsons Geography 7 pp134-135 Oxford Insight Geography Stage 4 pp236-237 http://wwf.panda.org/about_our_earth/about_freshwater/freshwater_problems/river_decline/10_rivers_risk/ganges/ganges_threats/</p> <p>India's Water Woes Part 1: http://www.nytimes.com/video/world/1194817098866/part-1-water-woes-in-india.html?action=click&contentCollection=Asia%20Pacific&module=RelatedCoverage&region=Marginalia&pgtype=article</p> <p>India's Water Woes Part 2: http://www.nytimes.com/video/world/1194817115048/part-2-water-woes-in-india.html?action=click&contentCollection=Asia%20Pacific&module=RelatedCoverage&region=Marginalia&pgtype=article</p> <p>India's dying mother http://www.bbc.co.uk/news/resources/idt-aad46fca-734a-45f9-8721-61404cc12a39</p> <p>Pearsons Geography 7 pp134-135 Oxford Insight Geography Stage 4 pp236-237 http://wwf.panda.org/about_our_earth/about_freshwater/freshwater_problems/river_decline/10_rivers_risk/ganges/ganges_threats/</p> <p>The Ganges Water Crisis: http://www.nytimes.com/2015/06/18/opinion/the-ganges-water-crisis.html?_r=0</p> <p>WWF Pilot Demonstration Project: http://d2ouvy59p0dg6k.cloudfront.net/downloads/mrwgangacasesudy.pdf</p>
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Inquiry Unit - The Lorax | Stage 4 | Geography

Summary	Duration
Students apply their knowledge of landscapes and landforms using examples from Australia and throughout the world. Students use the allegory tale of The Lorax, to describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms.	Term 4 4 weeks 1 day Detail: 4 weeks - 4 periods per cycle

Outcomes	Key Inquiry Questions
<p>Geography K-10</p> <p>GE41 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE42 describes processes and influences that form and transform places and environments</p> <p>GE43 explains how interactions and connections between people, places and environments result in change</p> <p>GE45 discusses management of places and environments for their sustainability</p> <p>GE48 communicates geographical information using a variety of strategies</p>	<p>What are the different types of landscapes?</p> <p>How do people value landscapes and landforms?</p> <p>How are different landscapes and landforms changed by natural events and humans?</p> <p>To what extent are landscapes and landforms sustainably managed and protected?</p>

Geographical Concepts	Geographical Skills	Geographical Tools
<ul style="list-style-type: none"> • Place: the effects of human changes on landscapes in different places • Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and human environments. • Interconnection: no object of geographical study can be viewed in isolation; how people affect the environment such as people's use of water on its quality and availability as a resource. • Scale: the way that geographical phenomena and problems can be examined at different spatial levels eg management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales. • Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg pressures on the Earth's landscapes; the need to manage environments for a long-term future; sustainable management approaches. • Change: explaining geographical phenomena by investigating how they have developed over time eg changes to resources, landscapes and places over time 	<p>Acquiring geographical information</p> <ul style="list-style-type: none"> • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) <p>Processing geographical information</p> <ul style="list-style-type: none"> • evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057) • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) • analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial 	<p>Examples may include:</p> <p>Maps - M</p> <ul style="list-style-type: none"> • sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts <p>Fieldwork - F</p> <ul style="list-style-type: none"> • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS <p>Graphs and statistics - GS</p> <ul style="list-style-type: none"> • data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends <p>Spatial technologies - ST</p> <ul style="list-style-type: none"> • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS)

<p>through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes.</p>	<p>technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059)</p> <ul style="list-style-type: none"> • apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062) 	<p>Visual representations - VR</p> <ul style="list-style-type: none"> • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools
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Content	Teaching, Learning and Assessment (for, as and of learning)	Resources
<p>Value of landscape and landforms Students: investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049) explanation of the aesthetic value of landscapes and landforms to culture and identity description of the cultural and spiritual value of landscapes or landforms in different places identification of how a landscape can have economic value for different people</p>	<p>Students: Watch the Lorax original video 25 minutes Consider the concept of sustainability and review why we value landscapes? Review the terms sustainability, landscape and landforms. Identify how the Once-ler's valuing of the landscape is different from the Lorax's valuing of the landscape. Categorise the values according to economic, spiritual, cultural and aesthetic. Consider the spectrum of management from exploitation through utility, conservation to preservation. Identify where the Lorax would sit and where the Once-ler would sit on this spectrum.</p>	<p>The Lorax - YouTube Oxford Insight Geography, p98-99</p> <p>http://teachinecosystemserviceswithhel.weebly.com/index.html</p> <p>http://greenglobaltravel.com/2012/02/08/10-eco-lessons-we-can-learn-from-the-lorax/</p> <p>https://tpwd.texas.gov/education/resources/resources/lesson-plans/ecology/THE-LORAX-and-SUSTAINABLE-DEVELOPMENT.pdf</p> <p>http://www.filmeducation.org/pdf/resources/primary/The%20Lorax.pdf</p> <p>http://newyork.cbslocal.com/2012/04/09/the-environmental-message-behind-the-lorax/</p>
<p>Changing landscapes Students: investigate the human causes and effects of land degradation, for example: (ACHGK051) identification of the ways people utilise and change landscapes</p>	<p>Students: In groups, select a landscape to determine what it will look like in 50 years? Landscapes might include: Kakadu National Park, Sahara, Sydney's Northern Beaches, Benaue Rice Terraces, The Pilbara, Grand Canyon, Venice, Machu Picchu, Blue Lake (Mount Gambier), Dubai's coasts, Cinque Terre, The Dead Sea</p>	<p>GeoWorld 7 NSW Chapter 4 Pearson Geography NSW Stage 4 Nelson Essential Geography Skills</p>

<p>description of the impact of a range of human activities on landscapes examination of ONE type of landscape degradation including its spatial distribution, causes and impact</p>	<p>Describe the landscape and its location Consider the ways people have used and changed the landscape (pos/neg) Outline the impacts of the human activities (pos/neg)</p>	
<p>Landscape management and protection Students: investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: (ACHGK052) description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing examination of management and protection strategies for ONE landscape assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform</p>	<p>Students: In groups, select a landscape to determine what it will look like in 50 years? Landscapes might include: Kakadu National Park, Sahara, Sydney's Northern Beaches, Benaue Rice Terraces, The Pilbara, Grand Canyon, Venice, Machu Picchu, Blue Lake (Mount Gambier), Dubai's coasts, Cinque Terre Examine the ways in which the landscape is protected and managed? What will this mean for the environment in 50 years? Complete a discussion on Connect, using the Thinking routine, I used to think....now I think</p>	

Fieldwork	Teaching/Learning/Assessment adjustments
<p>Virtual fieldwork Blue Mountains - variety of landscapes and landforms, geomorphic processes shaping landscapes and landforms, valuing landscapes. Week 1 Term 3 Research distinctive landforms and the geomorphic processes that have created them. Investigate the aesthetic, cultural, spiritual and economic value of the landforms for people, including Aboriginal and Torres Strait Islander Peoples. Investigate the human causes and effects of land degradation. Investigate ways people manage and protect the landscape and assess the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to its use and management.</p>	<p>Students: Compare the location and formation of their landform with another. Construct a line drawing (photosketch) using a landscape photograph Compare and contrast (similarities and differences) of the importance of landforms and landscapes between the Indigenous people and Native Hawaiians/ Native Americans. Evaluate the importance of different methods of valuing landscapes and landforms Class can consider ONE landscape or ONE type of landscape degradation Use an alternative stimulus. Mountains of Antarctica extension/rich task (Oxford Insight Geography NSW Stage 4, p72-73) Mt Bogong - walking trip topographic map interpretation (Geography Skills Unlocked, p86-87) Construct a cross-section of Uluru (Geography Skills Unlocked, p80-81) Examine operation of monsoon climate in India</p>

Stage 4 - Geography (Year 8) - 2018 | Stage 4 | 2018

This is the second half of the new Stage 4 - Geography Syllabus which will be implemented for the Year 8 cohort in 2018.

Term 1 - 11 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10	Week 11
Topic 1 – Place and liveability										
Taught over 20 weeks - 4 periods per cycle										
GE4-2, GE4-3, GE41, GE4-4, GE4-5, GE4-7, GE4-8										

Term 2 - 9 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week 9
Topic 1 – Place and liveability (continued)								
Taught over 20 weeks - 4 periods per cycle								
GE4-2, GE4-3, GE41, GE4-4, GE4-5, GE4-7, GE4-8								

Term 3 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10 (Only 4 days)
Topic 2 – Interconnections									
19 weeks - 4 periods per cycle									
GE41, GE42, GE43, GE44, GE45, GE47, GE48									

Term 4 - 8 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
Topic 2 – Interconnections (continued)							
19 weeks - 4 periods per cycle							
GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8							

Place and Liveability | Stage 4 | Geography

Summary	Duration
Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.	Start of Term 1 – End of Term 2 Detail: Taught over 18 weeks - 4 periods per cycle

Outcomes	Key Inquiry Questions
<p>Geography K-10</p> <ul style="list-style-type: none"> › locates and describes the diverse features and characteristics of a range of places and environments GE4-1 › explains how interactions and connections between people, places and environments result in change GE4-3 › examines perspectives of people and organisations on a range of geographical issues GE4-4 › explains differences in human wellbeing GE4-6 › acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7 › communicates geographical information using a variety of strategies GE4-8 	<ul style="list-style-type: none"> • What influences the liveability of places? • Which is the most liveable city in the world? • Why do people's perceptions of the liveability of places vary? • How can the liveability of a place be improved?

Geographical Concepts	Geographical Skills	Geographical Tools
<ul style="list-style-type: none"> • Place: the significance of places and what they are like eg factors influencing people's perceptions of places; the special significance place has to some people; factors that contribute to the liveability of a place • Space: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg spatial distribution of liveability, how location influences the ways people organise places. • Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment eg the impact of environmental quality on the liveability of places • Interconnection: no object of geographical study can be viewed in isolation eg how people are affected by the environment with regard to liveability; the relationship between social connectedness and liveability of a place 	<p>Acquiring geographical information</p> <ul style="list-style-type: none"> • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) <p>Processing geographical information</p> <ul style="list-style-type: none"> • evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057) • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to 	<p>Examples may include:</p> <p>Maps - M</p> <ul style="list-style-type: none"> • sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief <p>Fieldwork - F</p> <ul style="list-style-type: none"> • observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS <p>Graphs and statistics - GS</p>

<ul style="list-style-type: none"> • Scale: the way that geographical phenomena and problems can be examined at different spatial levels eg perceptions of liveability at different scales eg Kiribati and ATSC. • Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg the need to manage environments for a long-term future; sustainable management approaches; improving environmental to enhance liveability 	<p>cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)</p> <ul style="list-style-type: none"> • analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059) • apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062) 	<ul style="list-style-type: none"> • data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends <p>Spatial technologies - ST</p> <ul style="list-style-type: none"> • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS) <p>Visual representations - VR</p> <ul style="list-style-type: none"> • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools
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Content	Teaching, Learning and Assessment (for, as and of learning)	Resources
<p>Influences and perceptions</p> <p>Students:</p> <ul style="list-style-type: none"> • investigate factors influencing perceptions of the liveability of places, for example, - determine what is meant by liveability - develop criteria for measuring liveability - examine ways to measure liveability and ranks for liveability - investigate the human and environmental factors contributing to perceptions about liveability 	<p>What is liveability? (Weeks 1-3)</p> <p>Use photographs of different places to rank them according their perceptions of liveability.</p> <p>Using these photos and the See, Think, Wonder technique, develop a definition of what you think is meant by liveability and the factors which contribute to a place's liveability</p> <p>Examine the Deloitte/Domain suburb ranking to consider ranks and the basis for these ranks</p> <p>Investigate the Global Liveability Index to develop the spatial distribution of liveability</p> <p>Synthesis - develop a list of factors contributing to the liveability of a place</p> <p>Tools development</p> <p>Read and interpret graphs and data related to liveability - GS</p> <p>Construct graphs to represent liveability data - GS</p> <p>Construct choropleth maps of most/least liveable places - M</p> <p>Use Google Earth/photographs to investigate liveability characteristics of places - ST/VR</p>	<p>6.1 MacMillan GeoWorld NSW 7/ 9.1 Jacaranda Geoactive 1- photos</p> <p>Oxford Insight Geography p140</p> <p>https://www.domain.com.au/news/domain-liveable-sydney-citys-555-suburbs-ranked/</p> <p>https://media.heraldsun.com.au/files/liveability.pdf</p> <p>Splash ABC</p> <p>Top 10 Cities to Live in in 2014</p> <p>https://www.pinterest.com.au/pin/276127020877408316/</p> <p>10.2-10.5 Jacaranda Geoactive 1</p> <p>6.1 Cambridge Geography</p> <p>p377 and 373 MacMillan GeoWorld 7</p>

<p>Influences on the liveability of places Access to services and facilities</p> <ul style="list-style-type: none"> Students: investigate the influence of accessibility to services and facilities on the liveability of places, for example:(ACHGK044) identification of services and facilities considered important to people's wellbeing examination of variations in access to services and facilities between urban, rural and remote places explanation of how limited access to services and facilities affects the liveability of ONE place for different groups of people eg young people, people with disabilities, the aged, rural and remote communities <p>Environmental quality</p> <ul style="list-style-type: none"> Students: investigate the impact of environmental quality on the liveability of places, for example: (ACHGK045) discussion of factors that reduce environmental quality eg natural hazard, conflict, population pressures, land degradation comparison of the impact of environmental quality on the liveability of places across a range of scales eg local neighbourhoods, large cities, countries <p>Community</p> <ul style="list-style-type: none"> Students: investigate the influence of social connectedness and community identity on the liveability of places, for example: (ACHGK046) 	<p>Fieldwork and assessment of learning (Weeks 3-6) - F</p> <p>Conduct fieldwork in Roseville and Oran Park to determine which liveability factors are most/least favourable for each place.Consider services and facilities, environmental quality and community.</p> <ul style="list-style-type: none"> use primary and secondary fieldwork to determine liveability features of each location incorporate mapping, graphs and data, photographs, GIS tools <p>Tools development (Weeks 7-10)</p> <p>Synoptic charts - weather/climate as a factor influencing liveability - M</p> <p>Topographic maps - influence of topography on liveability - M</p> <p>Examination of a range of places at a range of scale and their liveability based on access to service and facilities/environmental quality and community (Weeks 11-15)</p> <p>Examine reasons for Melbourne's ranking as 1 for global liveability. Consider location, characteristics and evidence for this ranking. Use this sample study as the basis for further investigation of a variety of places. <i>Consider places in terms of characteristics such as indigenous, age, remoteness, rural and urban, diversity, natural hazards, climate change, population pressures etc .</i> <i>Examples include:</i></p> <p>Indigenous community (see Shane)</p> <p>Himalayas - Connect Extend Challenge</p> <p>Kiribati</p> <p>Hong Kong/Singapore</p> <p>Ballarat/Orange</p> <p>Copenhagen</p> <p>Port Moresby</p> <p>Kibera</p> <p>Cabramatta</p>	<p>4.1 Oxford Insight Geography Stage 4 p142</p> <p>7.1, 6.1 and 6.4 Cambridge Geography Stage 4</p> <p>Geospace liveability survey http://www.geospace.edu.au/verve/resources/2.3.3.6_1_assessing_liveability_survey.pdf#search=liveability http://www.oranparktown.com.au/</p> <p>Demographic data https://home.id.com.au/demographic-resources/#local-area-information</p> <p>Census data http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats?opendocument&navpos=220</p> <p>12.10 Jacaranda Geoactive 1</p> <p>p 376 Macmillan GeoWorld NSW 7</p> <p>Oxford Insight Geography p 182-185</p> <p>10.6 Jacaranda Geoactive 1 http://www.theaustralian.com.au/news/nation/worlds-most-liveable-cities-melbourne-ranked-number-1-sydney-out-of-top-10/news-story/1a280b90fda15a73c090878ad76e112b</p> <p>Lifeline movie activity - Himalayas https://drive.google.com/file/d/0BwwAO6jleW-CalpuRkhwUEpKUEU/view</p> <p>Ch 8 - Macmillan GeoWorld NSW 7</p> <p>Activity 7.5 Cambridge Geography Stage 4</p> <p>10.8-9 Jacaranda Geoactive 1</p> <p>10.2 Using GIS - Jacaranda Geoactive 1</p>
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<ul style="list-style-type: none"> • identification of the characteristics of places that influence community identity eg culture, environment, public events, religious beliefs • discussion of factors that enhance social connectedness eg transport, technology, open spaces, meeting places, employment 		
<p>Enhancing liveability</p> <ul style="list-style-type: none"> • Students: • investigate strategies used to enhance the liveability of places using examples from different countries, for example: (ACHGK047) • identification of the characteristics of places considered highly liveable • examination of a range of strategies used to enhance liveability • assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability • proposal of strategies to improve the liveability of a place in Australia 	<p>Enhancing liveability (Weeks 16-18)</p> <p>Identify a place that needs enhancing in terms of liveability (eg Roseville for teenagers) and develop a plan which improves upon the current conditions. Consider placemaking, transport, technology, sustainability, community etc. Construct this place using SketchUp, 3D construction,</p>	<p>Run that Town interactive game - http://runthattown.abs.gov.au/ https://www.youtube.com/watch?v=rif1698fH2E http://www.electrocity.co.nz/Game/ Oxford Insight Geography p186-195 10.1 activity - Cambridge Geography Stage 4 10.13 Jacaranda Geoactive 1 Chapter 10 Macmillan GeoWorld 7</p>

Fieldwork	Fieldwork Details
Oran Park - investigating liveability based on fieldwork in Oran Park and online data	Comparison of liveability between Roseville and Oran Park <ul style="list-style-type: none"> - survey of Oran Park College students - interview of Landcom in Oran Park - observation at The Podium in Oran Park - investigation of secondary data

Assessment Tasks	Outcomes Assessed/details of the task
Assessment Task 1 – Scheduled for Week 4 in term 2	Fieldwork task based on Oran Park

Interconnections | Stage 4 | Geography

Summary	Duration
Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.	Term 3 and 4 20 weeks Detail: 20 weeks - 4 periods a cycle

Outcomes	Key Inquiry Questions
<p>Geography K-10</p> <ul style="list-style-type: none"> › › describes processes and influences that form and transform places and environments GE4-2 › › explains how interactions and connections between people, places and environments result in change GE4-3 › › examines perspectives of people and organisations on a range of geographical issues GE4-4 › › discusses management of places and environments for their sustainability GE4-5 › › acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7 › communicates geographical information using a variety of strategies GE4-8 	<ul style="list-style-type: none"> ▪ How are people and places connected to other places? ▪ What role does technology play in connecting people to people, goods, services and information in other places? ▪ What are the consequences of a globally connected world for people and places? ▪ Why are interconnections important for the future of places and environments?

Geographical Concepts	Geographical Skills	Geographical Tools
<ul style="list-style-type: none"> • Place: the significance of places and what they are like eg factors influencing people's perceptions of places; the special significance place has to some people; the effect of global trade, transport, information and communication technologies on places across the world. • Space: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg spatial distribution of landscapes, global water resources and natural hazards; how location influences the ways people organise places. • Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and 	<p>Acquiring geographical information</p> <ul style="list-style-type: none"> • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) <p>Processing geographical information</p> <ul style="list-style-type: none"> • evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057) • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical 	<p>Examples may include:</p> <p>Maps - M</p> <ul style="list-style-type: none"> • sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief <p>Fieldwork - F</p> <ul style="list-style-type: none"> • observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation

<p>human environments.</p> <ul style="list-style-type: none"> • Interconnection: no object of geographical study can be viewed in isolation eg how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places; how people affect the environment such as people's use of water on its quality and availability as a resource. • Scale: the way that geographical phenomena and problems can be examined at different spatial levels eg management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales. • Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future eg pressures on the Earth's water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches. • Change: explaining geographical phenomena by investigating how they have developed over time eg changes to resources, landscapes and places over time through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes. 	<p>phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)</p> <ul style="list-style-type: none"> • analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059) • apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062) 	<p>identification charts, compasses, GPS, GIS</p> <p>Graphs and statistics - GS</p> <ul style="list-style-type: none"> • data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends <p>Spatial technologies - ST</p> <ul style="list-style-type: none"> • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS) <p>Visual representations - VR</p> <ul style="list-style-type: none"> • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools
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Content	Teaching, Learning and Assessment (for, as and of learning)	Resources
<p>Personal connections</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069) analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities examination of the impact of people's travel, recreational, cultural and/or leisure activities on the future of places explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability <p>Technology</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places, for example: (ACHGK066) explanation of how transport technologies connect people to places examination of how information and communication technologies increases people's connections to services, information and people in other places assessment of the impact of increasing global connectivity on people and places 	<p>Personal Interconnections (2 weeks)</p> <p>Brainstorm and Collaborative Mapping Students define the concept of 'place' and brainstorm the different ways in which they are connected to other places. Use cartoon as stimulus: https://www.google.com.au/search?q=world+vision+globalisation+cartoon&source=lnms&tbm=isch&sa=X&ved=0ahUKewiVi-O9ldnYAhVFmZQKHc8KB3YQ_AUICigB&biw=1387&bih=701#imgrc=1Du4WsU0SVzhCM:</p> <p>Students choose 5 places in the world they are connected to either through travel, culture, food at home in their pantry, TV shows/books or family/friend connections accompanied by an annotated picture defining their connection (spiritually, economically, culturally, historically etc.). Students place these images on a world map or in a Google TourBuilder. Class creates an individual/collaborative world map of those places they feel most connected to, and analyse trends and patterns of the places chosen, and the reasons classmates are connected to those places.</p> <p>Mystery Skype Students participate in Mystery Skype with another class around the world, and consider the ways in which they are connected to them.</p> <p>Connectography Students use GIS map 'Connectography' to add layers and examine patterns in physical and telecommunications links between countries and cities. Students annotate map/write a comparison on two different connection types (eg. airline patterns v. internet)</p>	<p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 9 p. 282-289</p> <p>World Vision Globalisation Cartoon https://www.google.com.au/search?q=world+vision+globalisation+cartoon&source=lnms&tbm=isch&sa=X&ved=0ahUKewiVi-O9ldnYAhVFmZQKHc8KB3YQ_AUICigB&biw=1387&bih=701#imgrc=1Du4WsU0SVzhCM:</p> <p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 9, p. 282-295</p> <p>https://education.microsoft.com/skype-in-the-classroom/mystery-skype</p> <p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 9, p. 308-311</p> <p>http://worldmap.harvard.edu/maps/connectography</p> <p>https://theconversation.com/in-our-wi-fi-world-the-internet-still-depends-on-undersea-cables-49936</p> <p>Macmillan <i>GeoWorld NSW 8</i>, Chapter 7, p. 208-231</p> <p>Macmillan <i>GeoWorld NSW 8</i>, Chapter 8, 236-237 Chapter 9, p. 274-297</p>

<p>Production & Consumption</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the effects of the production and consumption of goods on people, places and environments throughout the world, for example: (ACHGK068) examination of environmental, social and economic impacts of production and consumption of consumer goods assessment of the effect of production or consumption of goods on ONE place or environment explanation of responses by governments, groups and individuals to minimise the effects of production and consumption <p>Trade</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067) identification of trade connections in Australia eg local farmers markets, inter-state business examination of a country's trade links with other countries eg major trade partners, sources of raw materials 	<p>Fashion Case Study (9-10 weeks)</p> <p>The Evolution of Fast Fashion</p> <p>Students map the major trends that have occurred in the last 2 centuries, noting how trends in consumption patterns have dramatically changed due to decreasing labour costs, increased trade, globalisation and interconnections.</p> <p>https://fashionista.com/2016/06/what-is-fast-fashion</p> <p>Students can also examine the role 'containerization' dramatically changed the trade of goods, and contributed to fast fashion using video and Ship Map to see how the trade of goods connects places.</p> <p>https://www.youtube.com/watch?v=F-ZskagBshs&feature=youtu.be</p> <p>GoogleForms Class Survey - Fashion Consumption</p> <p>Using GoogleForms, the class creates a survey to calculate how much clothing they purchase annually, which brands they purchase from and where the majority of this clothing is produced, and textiles grown (if information available)</p> <p>Students analyse, and graph data, and compare this to Australian data sets for nation (available on ABC & War on Waste sites). Students create a series of maps comparing class interconnections through fashion using https://mapchart.net/detworld.html.</p> <p>Students consider the following questions for both sets of data:</p> <ul style="list-style-type: none"> Where are most clothes assembled or made? Where are the textiles for these clothes made? Which brands sell the most clothing, and where are they made? Is there a global pattern of consumption and production of clothing? If so, why does this pattern exist in the way it does? <p>The Lifecycle of A T-Shirt and Supply Chains</p> <p>https://www.youtube.com/watch?v=BiSYoeqb_VY</p> <p>Students watch the following clip and create a flowchart of the processes and people involved in the making a t-shirt, and brainstorm the effects clothing production may have on people, places and the environment.</p> <p>Students play the supply chain game in Fashion Revolution's Zine 'Money Fashion Power' to consider the way production and consumption of good connects us to a wide variety of people and places. Students complete Glad, Mad, Sad (VT) routine on what they learnt playing the game.</p> <p>https://issuu.com/fashionrevolution/docs/fr_fanzine_001_moneyfashionpower</p> <p>The Interconnections of One Piece of Clothing</p> <p>Students choose an item of clothing from home such as leather shoes, jeans, jumper etc and bring it</p>	<p>History of Fashion/Evolution of Fast Fashion https://fashionista.com/2016/06/what-is-fast-fashion</p> <p>Ship Map https://www.shipmap.org/</p> <p>Australian statistics on clothing consumption http://www.abc.net.au/news/2017-01-12/australias-obsession-with-new-clothes-hurting-the-environment/8177624</p> <p>Map Chart - Create Choropleth Maps Online https://mapchart.net/detworld.html</p> <p>Australian data sets of clothing trade https://www.choice.com.au/shopping/everyday/-shopping/clothing/articles/ethical-clothing</p> <p>The Life Cycle of A T-Shirt https://www.youtube.com/watch?v=BiSYoeqb_VY</p> <p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 10, p. 330-331 Macmillan <i>GeoWorld NSW 8</i>, Chapter 10, p. 302-305</p> <p>Sites to assist students in their research: http://splash.abc.net.au/home#!/digibook/2597</p>
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<p>- analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes</p> <p>The value of water</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example: (ACHGK041) 	<p>to class.</p> <p>Using research, students compare its production and supply chain to that of a cotton t-shirt (class case study). Students annotate this information using Google TourBuilder.</p> <p>Students research the environmental and social impacts of their particular garment, and add this information to their Google TourBuilder.</p> <p>Interactive Visual Display</p> <p>As a class students then rank garments from most impactful on the environment to least and create an interactive visual display of the impact of clothing for rest of school to see in theatre foyer using these items of clothing and their Google TourBuilders with information on the environmental and social impacts of each garment.</p> <p>Who Makes My Clothes?</p> <p>Using the same garments from the production activity students look into supply chain of particular brands and see if they can trace items to their source country or even factory, and find out 'Who Made My Clothes?'. Class discussion on results and transparency of who makes our clothing.</p> <p>Students play Baptist World Aid Fashion Simulation game 'Who Makes My Clothes?', and write a reflection using the 'I used to think.....but now I think....' template. https://baptistworldaid.org.au/action/who-makes-my-clothes/</p> <p>The True Cost</p> <p>Students watch the documentary the True Cost, and choose ONE impact of fast fashion production to investigate in greater detail (eg. water pollution, landfill and waste, poor working conditions, consumption of environmental resources, consumerism etc.). Students create an infographic/AdobeSpark on their issue, and choose ONE case study or place to focus their investigation on (eg. Aral Sea, Bangladesh, Ganges River).</p> <p>Water and The Fashion Industry</p> <p>Students watch clips from <i>River Blue</i> and complete a 'Headlines' (VT) activity summarising the information.</p> <p><i>Australia's Water Crisis - The Murray-Darling & Cotton Farming</i></p> <p>Students research the Australian cotton industry and its impact on the Murray-Darling River Basin using a provided news article, and their own research. Students complete a <i>Connect, Extend, Challenge</i> (VT) routine on what they have learnt.</p>	<p>026/war-on-waste</p> <p>https://truecostmovie.com/learn-more/environmental-impact/</p> <p>https://truecostmovie.com/learn-more/human-rights/</p> <p>The Conversation - Read this before you go sales shopping</p> <p>Macmillan <i>GeoWorld NSW 8</i>, Chapter 10, p. 316-317</p> <p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 10, p. 330-334</p> <p>Murray-Darling Basin & Cotton http://www.abc.net.au/news/rural/2017-07-25/murray-darling-basin-plan-how-much-water-to-grow-cotton/8742234 http://www.abc.net.au/news/2017-06-10/australian-cotton-in-demand-as-consumers-seek-sustainable-fibres/8604774</p>
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	<p>Circle of Viewpoints - Plenary Students consider the environmental, social and economic impacts on the current rates of clothing consumption using their research from the unit so far, and the True Cost by completing a Circle of Viewpoints (VT) activity to reflect on their learning thus far.</p> <p>Responses to Challenges - How our interconnections can help War on Waste Episode 3 Students watch War on Waste Episode 3.</p> <p>Investigating 'Minimum Wage v. Living Wage' In a table students compare the concepts of Minimum Wage and a Living Wage, and create an 'Explain Everything' or short 1 minute clip in pairs denoting the difference between the two concepts.</p> <p>Students can use the 'What She Makes' campaign to understand the concept, and investigate some case studies of female garment workers lives. http://whatshecreates.oxfam.org.au/</p> <p>Students can also utilise Fashion Revolution's Zine to investigate this concept. https://issuu.com/fashionrevolution/docs/fr_fanzine_001_moneyfashionpower</p> <p>Guest Speaker - Baptist World Aid Annual Fashion Report Students hear from researcher at Baptist World Aid on how the annual fashion report card is put together, and how the fashion industry is changing as a result of consumer pressure.</p> <p>Investigating solutions - Jigsaw In groups of 4, each student investigates and evaluates different response to an issue associated with fast fashion, and presents their findings back to their group (article/presentation). Students can choose from:</p> <ul style="list-style-type: none"> - community initiatives eg. clothes swaps, - eco-friendly textiles (eg. bamboo, pineapple leather, recycled plastic into clothing) - sustainable brands eg. Nisolo, Veja, - textile recycling (eg. H&M, Uniqlo) and repair (eg. Norway - government rebate on clothing repairs) - social movements such as 'capsule wardrobes', 'minimalism' or 'slow fashion' - innovative solutions - clothing rental services/changing labels to include expected lifespan <p>Each group then ranks the responses from most effective to least effective in terms of reducing the environmental footprint, and in regards to addressing social justice issues in the fashion industry.</p> <p>Students create their own campaign based on their favourite response to the issues.</p>	<p><i>Oxford Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 10, p. 334-335</p> <p>War on Waste Episode 3: http://www.abc.net.au/tv/programs/war-on-waste/</p> <p><i>Oxford Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 10, p. 332-333</p> <p>Slow Fashion: https://www.youtube.com/watch?v=K73h2l6diQ0&feature=share</p> <p>Fashion Waste: http://www.smh.com.au/business/consumer-affairs/no-one-wants-your-used-clothes-anymore-as-fast-fashion-floods-the-bins-20180116-h0ji8c.html</p> <p>Eco-Friendly Fashion Fabrics: https://thegreenhubonline.com/2017/09/14/a-guide-to-eco-fabrics/</p> <p>Textile Recycling: https://www.thebalance.com/the-basics-of-recycling-clothing-and-other-textiles-2877780</p>
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	<p>Clothes Swap Students run a clothes swap for their year group at school.</p>	<p>General solutions: Podcast - Wardrobe Crisis by Clare Press</p>
<p>Production & Consumption</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the effects of the production and consumption of goods on people, places and environments throughout the world, for example: (ACHGK068) examination of environmental, social and economic impacts of production and consumption of consumer goods assessment of the effect of production or consumption of goods on ONE place or environment explanation of responses by governments, groups and individuals to minimise the effects of production and consumption 	<p>Mini Elective: Electronics & E-Waste (2-3 weeks)</p> <p>Creation of an iPhone Students investigate how their phones are made, and consider the following questions:</p> <ul style="list-style-type: none"> Where are these materials sourced? Where are these materials sourced? How many countries are involved in the production? How many people are involved in creating one phone/laptop (roughly)? How many different journeys does the product make? What is the intended lifespan of the product? Where does the product go when it has been used? How are the workers who create the product treated? <p>Students create a Padlet summarising their research into these questions.</p>	<p>Infographic on where iPhone parts are made: https://www.entrepreneur.com/article/228315</p> <p>iPhone Supply Chain http://www.latimes.com/opinion/op-ed/la-oe-merchant-iphone-supplychain-20170723-story.html</p> <p>https://betanews.com/2014/09/23/the-global-supply-chain-behind-the-iphone-6/</p> <p>Story of an iPhone https://www.youtube.com/watch?v=YbM_LydRlnM</p> <p>E-Waste & Recycling https://www.cleanup.org.au/PDF/au/clean-up-australia---e-waste-factsheet-final.pdf</p> <p>https://www.apple.com/au/recycling/</p> <p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 10 p.350-351</p> <p>Macmillan <i>GeoWorld NSW 8</i>, Chapter 10, p. 338-339</p>
<p>Production & Consumption</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the effects of the production and consumption of goods on people, places and environments throughout the world, for example: (ACHGK068) 	<p>Mini Elective: Mining (2-3 weeks) Students choose one mineral/raw material that is mined to investigate. Students are to write a in-depth feature article examining the interconnections of this resource, as well as the environmental and social impacts of the extraction of this resource. Students should use case studies to support their points.</p> <p>Some ideas to choose from:</p> <ul style="list-style-type: none"> the Adani coal mine lithium, cobalt & renewable energy 	<p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 10 p. 342-343</p> <p>Adani Coal Mine: https://theconversation.com/infographic-heres-</p>

<ul style="list-style-type: none"> - examination of environmental, social and economic impacts of production and consumption of consumer goods - assessment of the effect of production or consumption of goods on ONE place or environment - explanation of responses by governments, groups and individuals to minimise the effects of production and consumption 	<ul style="list-style-type: none"> - diamonds - mica mining (mineral in make-up) in India 	<p>exactly-what-adanis-carmichael-mine-means-for-queensland-87684</p> <p>Lithium/Cobalt & Renewable Energy https://www.smh.com.au/business/companies/ground-zero-for-lithium-electric-cars-spark-a-new-boom-for-australian-miners-20171026-gz8dgy.html</p> <p>Diamonds Time Article on Blood Diamonds by Aryn Baker (2005) https://money.howstuffworks.com/true-story-blood-diamonds.htm</p> <p>Mica Mining https://www.smh.com.au/national/indias-mica-mines-the-shameful-truth-behind-mineral-makeups-shimmer-20140118-311wk.html</p>
<p>Technology</p> <p>Students:</p> <ul style="list-style-type: none"> • investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places, for example: (ACHGK066) - explanation of how transport technologies connect people to places - examination of how information and communication technologies increases people's connections to services, information and people in other places - assessment of the impact of increasing global connectivity on people and places 	<p>Mini Elective: China's New Silk Road (2-3 weeks)</p> <p>Students create a short documentary style video explaining the interconnections of trade formed through China's new Silk Road project.</p> <p>In their documentaries, students should consider the following key questions:</p> <ul style="list-style-type: none"> - What is the aim of the New Silk Road? - What infrastructure does the plan involve? - Which countries will it connect through trade, infrastructure and resources? - In which countries has China bought land, and why? - What are the viewpoints of key stakeholders? 	<p>Silk road explainers:</p> <p>https://www.weforum.org/agenda/2017/06/china-new-silk-road-explainer/</p> <p>https://www.youtube.com/watch?v=EvXROXilp_vQ</p>

Trade

Students:

- investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067)
 - identification of trade connections in Australia eg local farmers markets, inter-state business
 - examination of a country's trade links with other countries eg major trade partners, sources of raw materials
 - analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes

<p>Personal Interconnections</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069) analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities examination of the impact of people's travel, recreational, cultural and/or leisure activities on the future of places explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability 	<p>Mini Elective: Tourism (2-3 weeks)</p> <p>Students examine the global tourism industry and create a fact file/infographic of key information:</p> <ul style="list-style-type: none"> Definition of tourism How many people travel a year Most popular destinations How much money the tourism industry generates How many jobs the tourism industry creates <p>Students investigate the impacts of tourism in a location of their choice, and examine ONE solution to the issues caused by tourism. Students present their work as a Padlet, short podcast, or video.</p> <p>Some examples:</p> <ul style="list-style-type: none"> Venice Protests on Tourist Numbers Great Barrier Reef Tourism Tourism for religious festivals (eg. hajj, Holy Week) Orphanage Tourism in Cambodia Uluru - recent bans in climbing the site 	<p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 9, p. 294-303 Macmillan <i>GeoWorld NSW 8</i>, Chapter 8, p. 236-269</p> <p>Venice & Tourism Protests: https://www.cbsnews.com/news/venice-italy-threatened-mass-tourism-unesco-world-heritage-site-in-danger/</p> <p>Great Barrier Reef & Tourism https://edition.cnn.com/travel/article/great-barrier-reef-tourism-die/index.html</p> <p>Religious Tourism https://www.thenational.ae/business/economy/saudi-religious-tourism-set-to-rise-following-50bn-infrastructure-investment-1.623575</p> <p>Orphanage Tourism in Cambodia: http://www.abc.net.au/news/2017-07-02/exploited-cambodian-children-orphanage-tourism-trade/8668506</p> <p>Uluru: https://theconversation.com/why-we-are-banning-tourists-from-climbing-uluru-86755?utm_medium=email&utm_campaign=Latest+from+The+Conversation+for+November+7+2017+-+87317273&utm_content=Latest+from+The+Conversation+for+November+7+2017+-+87317273+CID_fa95429d355db33acc977d926d7a69f7&utm_source=campaign_monitor&utm_term=Why+we+are+banning+tourists+from+climbing+Uluru</p>
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<p>Trade</p> <p>Students:</p> <ul style="list-style-type: none"> • investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067) - identification of trade connections in Australia eg local farmers markets, inter-state business - examination of a country's trade links with other countries eg major trade partners, sources of raw materials - analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes 	<p>Mini Elective: Ivory Trade (2-3 weeks)</p> <p>Students create a short podcast examining the ivory trade. Students consider the following questions in their investigation:</p> <ul style="list-style-type: none"> - what is ivory? - where is it found? - why is it traded? - which countries buy the ivory? - what are the impacts of trading ivory? - what measures are being taken to stop this trade? 	<p>Solutions to the ivory trade: http://www.smh.com.au/good-weekend/save-the-elephants-how-we-turned-a-corner-on-the-ivory-trade-20170516-gw5so2.html</p> <p>Australia's involvement: http://www.abc.net.au/news/2018-04-05/ivory-trade-in-australia-could-be-encouraging-elephant-poaching/9619524</p> <p>Oxford <i>Insight Geography Australian Curriculum for NSW Stage 4</i> Chapter 10 p. 348-349</p> <p>Macmillan <i>GeoWorld NSW 8</i>, Chapter 10, p. 340-341</p>
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Fieldwork	Fieldwork Details
<p>Incursion -speakers from Baptist World Aid on Annual Fashion Report.</p>	<p>Student activities which occur during fieldwork: Students participate in Q&A with speaker, and analysis of key indicators which are used in the research and grading process of the Report.</p>

Assessment Tasks	Outcomes Assessed/details of the task
<p>Assessment Task 2 – Scheduled for Week 6 in term 3</p>	<p>Group display Google Tour Builder of Fashion Supply Chain of one /item of clothing and its environmental and social impacts.</p>
<p>Assessment Task 3 – Scheduled for Week 4 of term 4</p>	<p>Skills and Content Test</p>

