

# WEBINAR

## YEAR 7

Starting the Year Nuts and Bolts - Programs,  
Scope and Sequence Assessment Schedules  
and Lesson Starters

TUESDAY 18<sup>TH</sup> February, 2020.



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# Agenda

- **Introduction to Year 7 Geography**
- Scope and Sequence
- Programs
- Lesson starters
- Discussion

## Learning areas

English	▼
Mathematics	▼
Science	▼
Technologies	▼
HSIE	▲
Aboriginal Studies 7–10	▼
Commerce 7–10	▼
Commerce 7–10 NEW	▼
Geography K–10	▲
Introduction	▼
Geography key	
Rationale	
Place of the syllabus	
Aim and objectives	
Outcomes	▼
Stage statements	
Organisation of content	
Geographical concepts	▼
Geographical inquiry skills	▼
Geographical tools	▼
Learning across the curriculum	
Course content	
Life Skills	▼
Glossary	
Course performance descriptors	
Supporting students with disability	
Version log	
History K–10	▼

# GEOGRAPHY K–10 SYLLABUS (2015)

Syllabuses identify the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage. They detail the outcomes and content that describe what students are expected to know and do, and include cross-curriculum priorities, general capabilities and other important learning for all students.

Read the full [Geography K–10 course description](#).

Read the [version log for Geography K–10](#) syllabus and assessment changes.

## Syllabus elements

[Introduction](#)

[Geography key](#)

[Rationale](#)

[The place of the syllabus in the K–12 curriculum](#)

[Aim and objectives](#)

[Outcomes \(linked to course content\)](#)

[Stage statements](#)

[Organisation of content](#)

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## Years 7–10 Life Skills

[Life Skills advice](#)

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Course descriptions 7–10	
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Implementation advice	
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Languages	▼
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## Assessment support and advice

[Course performance descriptions](#)

[Common grade scale](#)

[Advice on assessment](#)

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## Support materials

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[Advice on programming](#)

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[Sample Scope and Sequences](#)

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NESA syllabus page [HERE](#)



# Agenda

- Introduction to Year 7 Geography
- **Scope and Sequence**
- Programs
- Lesson starters
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## Geography sample Stage 4 scope and sequence: Year 7 100 hours

(History 100 hours undertaken in Year 8)

Term 1 10 weeks 25 hours	Landscapes and Landforms									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Outcomes</b>	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8									
<b>Geographical concepts, skills and tools</b>	<b>Concepts</b> - place, space, environment, interconnection, scale, sustainability, change <b>Skills</b> - acquiring, processing and communicating geographical information <b>Tools</b> - maps, graphs and statistics, spatial technologies, visual representations, fieldwork investigation									
<b>Key inquiry questions</b>	Why is there a diversity of landscapes and landforms on Earth? What environmental and human processes form and transform landscapes and landforms?				Why do people value landscapes and landforms?		To what extent are landscapes and landforms sustainably managed and protected?			
<b>Content</b>	Landscapes and landforms; Changing landscapes, Geomorphic hazard				Value of landscapes and landforms		Landscape management and protection; Geomorphic hazard			

Term 2 10 weeks 25 hours	Place and Liveability									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Outcomes</b>	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8									
<b>Geographical concepts, skills and tools</b>	<b>Concepts</b> - place, space, environment, interconnection, scale, sustainability, change <b>Skills</b> - acquiring, processing and communicating geographical information <b>Tools</b> - maps, fieldwork, graphs and statistics, spatial technologies, visual representations									
<b>Key inquiry questions</b>	Why do people's perceptions of the liveability of places vary?		What effect does environmental quality and access to services have on people's wellbeing?			How can strong community identity and social connectedness enhance the liveability of places?		What approaches can be used to improve the liveability of places?		
<b>Content</b>	Influences and perceptions		Access to services and facilities; Environmental quality			Community		Enhancing liveability		

## GEOGRAPHY – YEAR 7

T E R M 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit	Water in The World										
	Unit description/ Overview	Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. 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. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.										
	Targeted outcomes and substrands	GE4-1 locates and describes the diverse features and characteristics of a range of places and environments GE4-2 describes processes and influences that form and transform places and environments GE4-3 explains how interactions and connections between people, places and environments result in change GE4-5 discusses management of places and environments for their sustainability GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-8 communicates geographical information using a variety of strategies										

T E R M 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Unit	<b>Places and Liveability</b>								
	Unit description/ Overview	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.								
	Targeted outcomes and substrands	<b>GE4-1</b> locates and describes the diverse features and characteristics of a range of places and environments <b>GE4-3</b> explains how interactions and connections between people, places and environments result in change <b>GE4-4</b> examines perspectives of people and organisations on a range of geographical issues <b>GE4-6</b> explains differences in human wellbeing <b>GE4-7</b> acquires and processes geographical information by selecting and using geographical tools for inquiry <b>GE4-8</b> communicates geographical information using a variety of strategies								

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- Introduction to Year 7 Geography
- Scope and Sequence
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# COLLABORATION





Unit focus	Key inquiry questions
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.	<ul style="list-style-type: none"> <li>Why do people's perceptions of the liveability of places vary?</li> <li>What effect does environmental quality and access to services have on people's wellbeing?</li> <li>How can strong community identity and social connectedness enhance the liveability of places?</li> <li>What approaches can be used to improve the liveability of places?</li> </ul>

Outcomes
<p>A student:</p> <ul style="list-style-type: none"> <li>locates and describes the diverse features and characteristics of a range of places and environments <b>GE4-1</b></li> <li>explains how interactions and connections between people, places and environments result in change <b>GE4-3</b></li> <li>examines perspectives of people and organisations on a range of geographical issues <b>GE4-4</b></li> <li>explains differences in human wellbeing <b>GE4-6</b></li> <li>acquires and processes geographical information by selecting and using geographical tools for inquiry <b>GE4-7</b></li> <li>communicates geographical information using a variety of strategies <b>GE4-8</b></li> </ul>

Geographical concepts	Geographical skills	Geographical tools
<p>The following <b>geographical concepts</b> have been integrated into the unit:</p> <p><b>Place:</b> <i>the significance of places and what they are like</i></p> <p><b>Space:</b> <i>the significance of location and spatial distribution, and ways people organise and manage spaces that we live in</i></p> <p><b>Environment:</b> <i>the significance of the environment in human life, and the important interrelationships between humans and the environment</i></p> <p><b>Interconnection:</b> <i>no object of geographical study can be viewed in</i></p>	<p>The following <b>geographical skills</b> have been integrated into the unit:</p> <p><b>Acquiring geographical information</b></p> <ul style="list-style-type: none"> <li>develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)</li> <li>collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)</li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057)</li> <li>represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)</li> <li>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</li> </ul>	<p>The following <b>geographical tools</b> have been integrated into the unit:</p> <p><b>Maps – M</b></p> <ul style="list-style-type: none"> <li>sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts</li> <li>maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief</li> </ul> <p><b>Fieldwork – F</b></p> <ul style="list-style-type: none"> <li>observing, measuring, collecting and recording data, developing and conducting surveys and interviews</li> <li>fieldwork instruments such as weather</li> </ul>

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**Sample Scope and Sequences**



**Sample Units**



**Sample Work**



**Sample Assessment Activities**



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<p>The following <b>geographical concepts</b> have been integrated into the lesson sequences:</p> <p><b>Place:</b> <i>the significance of places and what they are like</i></p> <p><b>Space:</b> <i>the significance of location and spatial distribution, and ways people organise and manage spaces that we live in</i></p> <p><b>Environment:</b> <i>the significance of the environment in human life, and the important interrelationships between humans and the environment</i></p> <p><b>Interconnection:</b> <i>no object of geographical study can be viewed in isolation</i></p> <p><b>Scale:</b> <i>the way that geographical phenomena and problems can be examined at different spatial levels</i></p> <p><b>Sustainability:</b> <i>the capacity of the environment to continue to support our lives and the lives of other living creatures into the future</i></p> <p><b>Change:</b> <i>explaining geographical phenomena by investigating how they have developed over time</i></p>	<p>The following <b>geographical skills</b> have been integrated into the lesson sequences:</p> <p><b>Acquiring geographical information</b></p> <ul style="list-style-type: none"> <li>develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)</li> <li>collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)</li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057)</li> <li>represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)</li> <li>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)</li> <li>apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)</li> </ul> <p><b>Communicating geographical information</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul> <p>Note: for students following Life Skills outcomes and content, it may be more appropriate to select earlier geographical skills from the continuum.</p>	<p>The following <b>geographical tools</b> have been integrated into the lesson sequences:</p> <p><b>Maps – M</b></p> <ul style="list-style-type: none"> <li>sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts</li> <li>maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief</li> </ul> <p><b>Fieldwork – F</b></p> <ul style="list-style-type: none"> <li>observing, measuring, collecting and recording data, developing and conducting surveys and interviews</li> <li>fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS</li> </ul> <p><b>Graphs and statistics – GS</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Spatial technologies – ST</b></p> <ul style="list-style-type: none"> <li>virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS)</li> </ul> <p><b>Visual representations – VR</b></p> <ul style="list-style-type: none"> <li>photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools</li> </ul>



<p><i>isolation</i></p> <p><b>Scale:</b> <i>the way that geographical phenomena and problems can be examined at different spatial levels</i></p> <p><b>Sustainability:</b> <i>the capacity of the environment to continue to support our lives and the lives of other living creatures into the future</i></p> <p><b>Change:</b> <i>explaining geographical phenomena by investigating how they have developed over time</i></p>	<p>(ACHGS050, ACHGS058)</p> <ul style="list-style-type: none"> <li>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)</li> <li>apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)</li> </ul> <p><b>Communicating geographical information</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<p>instruments, vegetation identification charts, compasses, GPS, GIS</p> <p><b>Graphs and statistics – GS</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Spatial technologies – ST</b></p> <ul style="list-style-type: none"> <li>virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS)</li> </ul> <p><b>Visual representations – VR</b></p> <ul style="list-style-type: none"> <li>photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools</li> </ul>
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Content	Teaching, learning, assessment and resources	Adjustments
<p><b>Influences and perceptions</b> Students</p> <ul style="list-style-type: none"> <li>investigate factors influencing perceptions of the liveability of places (ACHGK043, ACHGK046, ACHGK065)</li> </ul>	<ul style="list-style-type: none"> <li>Students collectively brainstorm a definition of the term 'liveability' and suggest factors that influence people's perceptions of liveability. Students respond to questions such as:               <ul style="list-style-type: none"> <li><i>What would you like to have in the place you live?</i></li> <li><i>What don't you want in the place you choose to live?</i></li> <li><i>Are some factors more important for liveability than others?</i></li> <li><i>Do perceptions of liveability differ between groups of people?</i> 🌐</li> </ul> </li> <li>Students identify and record some of the influences on people's perceptions of liveability. They then categorise the influences as environmental or human factors and represent their findings using a graphic organiser, digital mind map or table. VR</li> <li>Students pose geographically significant questions to determine factors important for the liveability of places. 🎓</li> <li>Students work in pairs to investigate and compare factors influencing the liveability of two places using teacher-provided resources and stimulus such as NSW Globe <a href="http://globe.six.nsw.gov.au/">globe.six.nsw.gov.au/</a>, Google Earth <a href="http://www.google.com/earth/">www.google.com/earth/</a> or Animaps <a href="http://www.animaps.com/">www.animaps.com/</a>. 📱💻</li> <li>Students develop a presentation for a specific audience. Students create visuals for their presentation by digitally mapping the locations of the two places of study and adding comments about the liveability of each place. MST 🖨️</li> <li>Students differentiate between tangible and intangible characteristics of places and discuss the use of qualitative and quantitative measures to assess liveability using a stimulus website such as 'What makes a great place?' <a href="http://www.pps.org/reference/grplacefeat/">www.pps.org/reference/grplacefeat/</a></li> <li>Students suggest primary data sources and secondary information sources, based on their reliability and usefulness, that could be used to assess liveability, for example fieldwork, surveys, visual images, websites such as Australian Bureau of Statistics <a href="http://www.abs.gov.au/">www.abs.gov.au/</a> ⚙️⚙️</li> </ul>	<p><b>Extension activity</b> Students categorise suggested factors into environmental, economic, political, cultural, social and technological.</p> <p>Students study one place outside Australia to understand why people live there. Students map the location.</p>



Content	Teaching, learning, assessment and resources	Adjustments																												
<p><b>Influences and perceptions</b> (continued)</p> <p>Students</p> <ul style="list-style-type: none"><li>investigate factors influencing perceptions of the liveability of places (ACHGK043, ACHGK046, ACHGK065)</li></ul>	<p><b>Individual inquiry (assessment)</b></p> <ul style="list-style-type: none"><li>Students reflect on factors they personally consider important for liveability to create a liveability assessment – a set of criteria influenced by personal considerations that are observable and/or measurable with a rating scale. 🧑🏫🧑🏫</li><li>Students develop a liveability assessment for a local place. They then assess and draw a conclusion about the liveability of the local place. <b>F</b> ⚙️🔧</li></ul> <p><b>Sample liveability assessment</b></p> <table><tr><th colspan="7">LIVEABILITY ASSESSMENT for <i>(insert Place name)</i></th></tr><tr><th>Criteria</th><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>Students research the current liveability rankings for world cities. They investigate the criteria used to create the rankings and use them to describe the qualities associated with high and low liveability. <b>GS</b> 📊</li></ul>	LIVEABILITY ASSESSMENT for <i>(insert Place name)</i>							Criteria	0	1	2	3	4	5															<p><b>Extension activity</b></p> <p>Students examine the liveability of Australian cities to argue whether they deserve their high liveability rankings. They gather evidence to support their arguments.</p>
LIVEABILITY ASSESSMENT for <i>(insert Place name)</i>																														
Criteria	0	1	2	3	4	5																								
<p><b>Access to services and facilities</b></p> <p>Students</p> <ul style="list-style-type: none"><li>investigate the influence of accessibility to services and facilities on the liveability of places (ACHGK044)</li></ul>	<ul style="list-style-type: none"><li>Students collaboratively brainstorm services and facilities that are important to them.</li><li>Students use a stimulus such as ‘Going to the toilet in a slum’ (turn on the sub-titles) <a href="http://www.youtube.com/watch?v=h65tGO2tojQ">www.youtube.com/watch?v=h65tGO2tojQ</a> to discuss and compile a list of services and facilities considered essential for a good quality of life. <b>VR</b> 🎧</li><li>Students collaboratively reach a class consensus, through debate and discussion, on the 10 essential services and facilities for a good quality of life. They represent and prioritise their findings using a diamond ranking chart such as <a href="http://www.teachit.co.uk/623?Page=313">www.teachit.co.uk/623?Page=313</a> <b>VR</b> ⚙️</li><li>Students investigate variations in people’s access to one essential service or facility between countries, for example sanitation, electricity, clean water etc. They communicate their findings by creating a visual representation to explain the link between poor access to the service or facility and people’s wellbeing.</li><li>Students research variations in accessibility to services and facilities across a range of scales within Australia to draw conclusions about any impact to people’s wellbeing, for example transport, housing, education, health services etc. <b>M GS</b> 🧑🏫📊</li><li>Students use a stimulus such as ‘Room for change’ <a href="http://www.youtube.com/watch?v=D3ErXMvdDPo&amp;feature=youtu.be">www.youtube.com/watch?v=D3ErXMvdDPo&amp;feature=youtu.be</a> prior to participating in a class discussion on how liveability varies for different community groups disadvantaged by a lack of access to services and facilities. They investigate one group and produce a summary report including a proposal to enhance liveability for that group. ⚙️🔧</li></ul>	<p>Students use a stimulus such as ‘Make the street a place to play’ <a href="http://playingout.net/">playingout.net/</a> to reflect on the liveability of their local community for children.</p>																												

STAGE: 4

UNIT: 1

YEAR: 7

TERMS: 2&4

SUBJECT:

Geography

TIMING:

9 weeks

### Focus Area

## PLACE AND LIVEABILITY

#### Key Inquiry questions

- Why are some places considered to be more liveable than others?
- Why do people's perceptions of the liveability of places vary?
- What effect does environmental quality and access to services have on people's wellbeing?
- How can strong community identity and social connectedness enhance the liveability of places?
- What approaches can be used to improve the liveability of places?

#### Resources:

Students have access to Learning Field. The default text is **Cambridge 7 & 8**, Thompson, K.  
Also see **Pearson Stage 4**, Kleeman, G and **Oxford Insight Stage 4**, Collins, D. and **Macmillan Geoworld**, Bliss, S.  
Geography NSW Syllabus for the Australian Curriculum [HERE](#)  
Stay in touch with World Vision School Resources [HERE](#) and Global Education School Resources [HERE](#)

#### Formal Assessment: (Draft Idea)

Students create a documentary on liveability around the world.  
Guided Inquiry - question based on Liveability around the world.  
Evaluate or Assess  
What is the best place in the world to live? (outside Australia)  
Why do people settle where they do?

**Group Task: Guided Geographical Inquiry** - Students respond to a Big question based on liveability around the world. Undertaking the process of GI Students formulate their own focus question and create a **Documentary judgement response..**

CONTENT	TEACHING AND LEARNING STRATEGIES	DIFFERENTIATION – enrichment, extension, adjustments
<p><b>Influences and perceptions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- investigate factors influencing perceptions of the liveability of places, for example: (ACHGK043, ACHGK046, ACHGK065)</li> <li>- examination of environmental factors that influence perceptions of liveability eg climate, landforms, natural resources VR</li> <li>- discussion of human factors that influence perceptions of liveability eg culture, income, employment, crime and safety</li> <li>- explanation of ways used to measure, assess or rank the liveability of places eg surveys, liveability index GS</li> <li>- development of personal liveability criteria and application to a local place</li> </ul>	<p><b>What is <u>liveability</u>?</b></p> <p>Pre-test: <u>See-Think-Wonder</u> - Series of images to introduce the concept of liveability and some of the key concepts (such as connectedness).</p> <p><u>Power Point: Place &amp; Livability</u></p> <ul style="list-style-type: none"> <li>• What is our geographical place in the world? Discuss geographical location from a global scale using latitude and longitude skills as well as mapping tools.</li> </ul> <p><u>ABC Splash - Place &amp; Liveability</u></p> <p>Select images of various communities around the world and discuss with the students the liveability of these areas. Students then select their own images, place them on butcher's paper and under each image write about what makes them suitable places for communities to exist.</p> <p><b>What types of factors influence where people live?</b></p> <p>Environmental Factors</p> <ul style="list-style-type: none"> <li>• climate</li> <li>• landforms</li> <li>• natural resources</li> </ul> <p>Skills: Climate graph</p>	<ul style="list-style-type: none"> <li>• Commence the unit with <u>3-2-1 Bridge</u> thinking routine. <u>Students to write down three thoughts about what the unit may be about, 2 questions about the unit and 1 analogy about the unit.</u></li> </ul> <p><u>Visible Thinking</u></p> <p>Investigate why people live in extreme places ie Inuit in Arctic.</p> <p>Search the internet for a geographical cartoon relevant to the topic '<u>Liveability</u>'. Write a paragraph explaining the main message and context of the cartoon. Refer to liveability in your response.</p> <p>CO</p> <p>CO Communication CR Critical Reflection CA Collaboration CE Creativity</p> <p><u>Domain Liveable Sydney 2016: What the study reveals about our city</u></p>

## SOCIAL SCIENCE PROGRAM UNIT REGISTER

<b>COURSE:</b> Geography Year 7 (2019) <b>STAGE:</b> 4	<b>TEACHERS:</b>	<b>UNIT TOPIC:</b> Place and Liveability
<b>Name &amp; date started &amp; completed:</b>		<b>Checked:</b>
With reference to this particular unit of work, what teaching strategies did you use to meet the diverse needs of the students in your class? Make reference to adjustments for enrichment/adjustments for support.		
What aspects of the unit did the students find difficult? Explain why and suggest strategies to improve our teaching.		
Have new resources/websites/kits/strategies been tested and added to the shared program?		
Comments about assessment required.		
General comments about the program required. Pacing, scope and sequence, anticipated ideas for the future, excursions.		
<b>Check the unit for the following</b> Communication Collaboration Critical thinking and reflection Creativity All My Own Work elements Specific syllabus codes – skills, concepts, cross curricular		

# Agenda

- Introduction to Year 7 Geography
- Scope and Sequence
- Programs
- **Lesson starters**
- Discussion



**If only Teaching Year 7  
Geography was this easy!!**







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Introduction

Overview

Illustration 1

Illustration 2

# Water scarcity in West Asia

## Introduction

The water cycle is now understood and represented as the integration of physical, biological, biogeochemical, and human components of a more comprehensive system. Now it is the 'water system' that represents the nature of water, a nature that is highly complex and highly social.

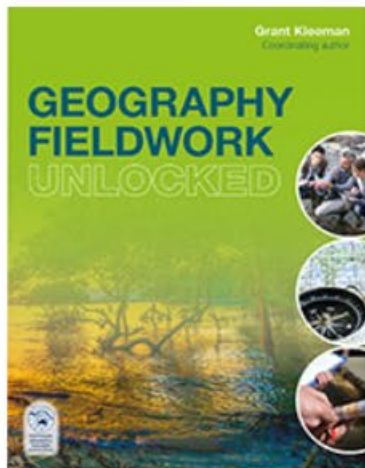
[Linton, 2011, p. 5.](#)

More than three thousand years ago, the inhabitants of the dry, mountainous regions of western Iran perfected a system for directing snowmelt through underground channels, called qanats.

[Foltz, 2002, p. 359.](#)

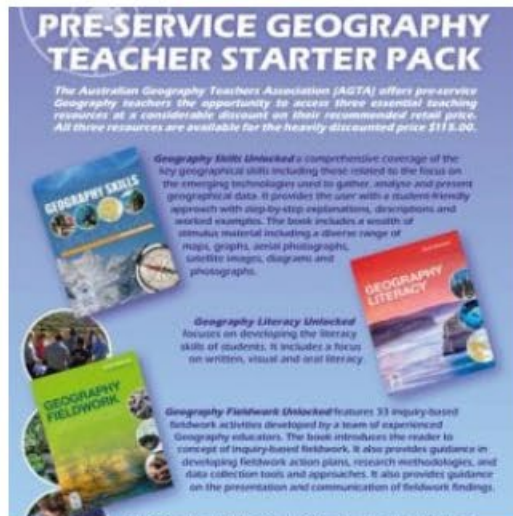
In Year 7, students examine water scarcity and the ways in which the water cycle connects places and people. In this Illustration of practice, both these ideas are examined in an inquiry framework with particular reference to qanat water supply systems of West Asia. Two concepts are emphasised: interconnection and sustainability.

## Related products



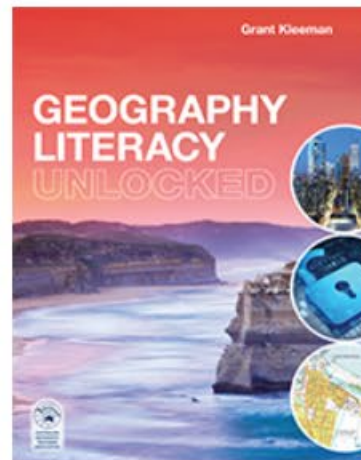
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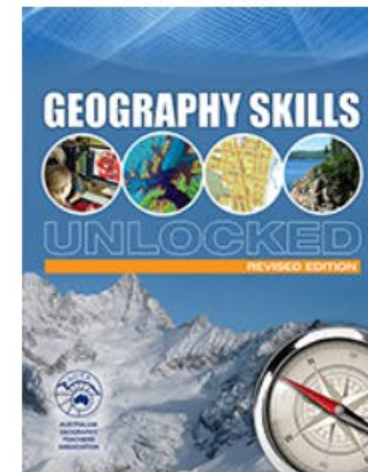
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Dear the Geography Teachers Association of NSW and ACT,

My name is Katy Shaw and I'm from WaterAid Australia, an international charity with the goal of reaching everyone, everywhere with clean water, decent toilets and hygiene education by 2030. With the UN Sustainable Development Goals being a key part of the curriculum for Australian students, we want to help geography teachers cover this content with our schools resources.

We have some fantastic resources that can be used to teach students about the SDGs and other topics including the water cycle, climate change as well as issues such as gender equality and world development.

Our activities, challenges and educational resources are all free to use and are available to download, including the following:


- [The SDGs and WaterAid](#) and a video about it [here](#)
- [Climate change](#)
- [The water cycle](#)
- WaterAid presentations, [games](#), [quizzes](#), [videos](#) are also available

The UN has made the 22<sup>nd</sup> March World Water Day and we have a variety of ways to engage students on this day and throughout March. The following ideas paired with WaterAid's resources can really help bring global issues to life.

**Classroom activities for students:**

- **Fill a bucket** with 20 litres of water and see how far you can walk with it. This is the average weight of water that people have to carry over long distances when collecting water
- **Fill a bucket** with dirt, sticks, stones etc. and water to show the dirty water that people have no choice but to drink dirty water
- Show a WaterAid presentation and get the students to take a WaterAid Quiz (contact us for a copy of resources)





# change

... is about investigating how environments and spatial patterns change over time, in the short and long term.

[www.gtav.asn.au](http://www.gtav.asn.au)

Photograph: © Gina Harrington



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# space

... is where things are located and distributed on the Earth's surface.

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Photograph: © airpano.com



# gtav





# interconnection

is the ways that the places and features are connected with each other, and the consequences of these interconnections.



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# place

... is an area on the Earth's surface which is identified by, and has meaning for, people.



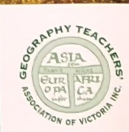


# scale

... is the way geographical phenomena and problems can be examined at different spatial levels.

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Photograph: © David Butali



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An aerial photograph of a mountain valley featuring extensive terraced rice fields. The terraces are carved into the steep slopes, creating a series of concentric, wavy lines. The fields are lush green, with some areas showing a golden-yellow hue, possibly due to the lighting or the stage of the rice growth. A narrow river or stream flows through the center of the valley, surrounded by dense green vegetation. In the background, more mountains are visible, some shrouded in a light mist or haze. A paved road runs along the right side of the valley, with a few small buildings and trees scattered along its path.

# environment

... is the physical and biological world that supports and enriches human and other life.

[www.gtav.asn.au](http://www.gtav.asn.au)

Photograph: © Sarawut Intarob / prime500px.com



**gtav**





# sustainability

... is the use of the environment and resources so they can be shared by all people and living creatures now and into the future.

[www.gtav.asn.au](http://www.gtav.asn.au)

Photograph: © Patrick Bingham-Hall



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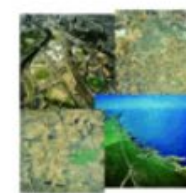
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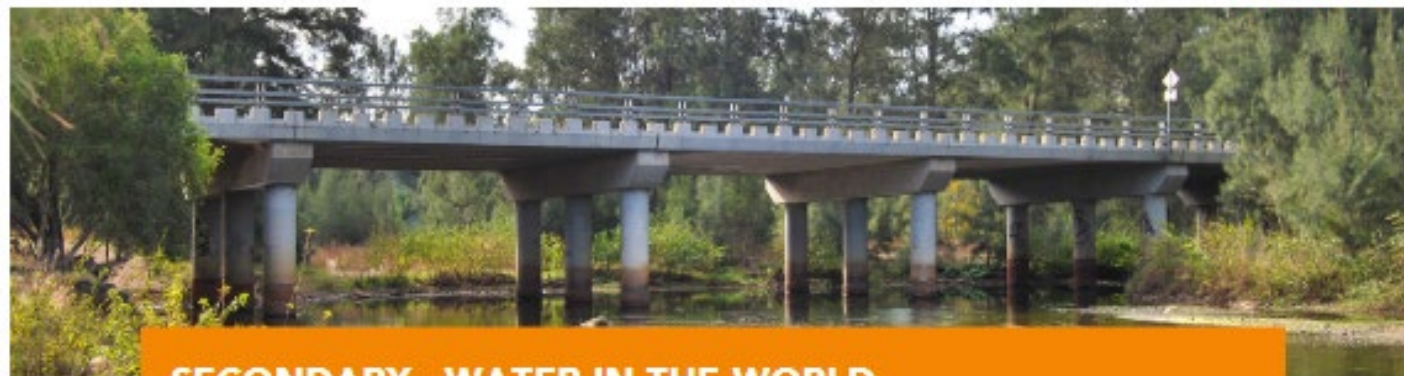
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