|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Geography Unit: THE EARTH’S ENVIRONMENT** | | | | **Stage 2** | |
| **Duration:** | |
|  |  | |  |  |  |
| **Unit description** | | | | **Key inquiry questions** | |
|  | | | | * How does the environment support the lives of people and other living things? * How do different views about the environment influence approaches to sustainability? * How can people use places and environments more sustainably? | |
| **Outcomes** | | **A student:**   * examines features and characteristics of places and environments – GE2-1 * describes the ways people, places and environments interact– GE2-2 * examines differing perceptions about the management of places and environments – GE2-3 * acquires and communicates geographical information using geographical tools for inquiry – GE2-4   ***Add cross curriculum outcomes here****….* | | | | |

|  |  |
| --- | --- |
| [**Geographical Inquiry Skills**](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/geographical-inquiry-skills/) | **Acquiring geographical information**   * develop geographical questions to investigate (ACHGS019, ACHGS026) * collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet (ACHGS020, ACHGS027)   **Processing geographical information**   * represent data by constructing tables, graphs and maps (ACHGS021, ACHGS028) * represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS022, ACHGS029) * interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023, ACHGS030)   **Communicating geographical information**   * present findings in a range of communication forms (ACHGS024, ACHGS031)   reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025, ACHGS032) |

|  |  |
| --- | --- |
| [**Geographical Concepts**](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/geographical-concepts/) | **Place**: the significance of places and what they are like   * natural and human features and characteristics of different places and their similarities and differences * how people's perceptions about places influence their responses and actions to protect them   **Space:** the significance of location & spatial distribution, and ways people organise and manage the spaces we live in   * settlements patterns within Australia, neighbouring countries and other countries   **Environment:** the significance of the environment in human life, & the important interrelationships between humans & the environment.   * how climate and environment influence settlement patterns * interconnections between people and environments * differing ways people can use environments sustainably   **Interconnection**: no object of geographical study can be viewed in isolation   * interconnections between people, places and environments * influence of people's values on the management and protection of places and environments and the custodial responsibilities of Aboriginal and Torres Strait Islander Peoples   **Scale:** the way that geographical phenomena and problems can be examined at different spatial levels   * types of settlement across a range of scales * the influence of climate across a range of scales   **Sustainability**: the capacity of the environment to continue to support our lives & the lives of other living creatures into the future   * ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources * differing views about environmental sustainability * sustainable management of waste |

|  |  |
| --- | --- |
| [**Geographical Tools**](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/geographical-tools/) | **Maps – M**   * *large-scale maps, world map, globe, sketch maps* * *maps to identify location, direction, distance, map references, spatial distributions and patterns*   **Fieldwork – F**   * *observing, measuring, collecting and recording data, conducting surveys or interviews* * *fieldwork instruments such as measuring devices, maps, photographs*   **Graphs and statistics – GS**   * *tally charts* * *pictographs* * *data tables* * *column graphs* * *simple statistics*   **Spatial Technologies – ST**   * *virtual maps* * *satellite images* * *global positioning systems (GPS)*   **Visual representations – VR**   * *photographs* * *illustrations* * *diagrams* * *story books* * *multimedia* * *web tools* |

|  |
| --- |
| **CONTENT** |
| **Different environments**  Students:   * investigate the natural [characteristics](http://syllabus.bostes.nsw.edu.au/glossary/ge/characteristics/?ajax) of Australia and a country in Asia, for example:  (ACHGK020) A * comparison of [climate](http://syllabus.bostes.nsw.edu.au/glossary/ge/climate/?ajax), [natural vegetation](http://syllabus.bostes.nsw.edu.au/glossary/ge/natural-vegetation/?ajax) and native animals GSVR AICTL   **Significance of environments**  Students:   * investigate the importance of natural vegetation and [natural resources](http://syllabus.bostes.nsw.edu.au/glossary/ge/natural-resources/?ajax) to the [environment](http://syllabus.bostes.nsw.edu.au/glossary/ge/environment/?ajax), animals and people, for example:  (ACHGK021, ACHGK022, ACHGK024) * identification of types of natural vegetation eg forests, grasslands, deserts VR * explanation of the importance of natural vegetation to animals & the functioning of the environment eg provision of habitats, production of oxygen F SECCT * discussion of the importance of natural vegetation and natural resources to people eg provision of food, medicine, fuel, timbers, fibres, metals F LWE   **Perception of environments**  Students:   * investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: (ACHGK022, ACHGK023, ACHGK024) AHC * discussion of why people value environments differently eg cultural, agricultural, commercial, recreational values SEWE * description of how [custodial responsibility](http://syllabus.bostes.nsw.edu.au/glossary/ge/custodial-responsibility/?ajax) for [Country/Place](http://syllabus.bostes.nsw.edu.au/glossary/ge/countryplace/?ajax) influences Aboriginal and Torres Strait Islander Peoples’ views of the environment AHCSEL   **Protection of environments**  Students:   * investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example:  (ACHGK023, ACHGK024, ACHGK025) AHCSE * examination of how environments can be used sustainably eg sustainable agricultural, commercial and recreational practices SE * discussion of ways waste can be managed sustainably VR SECC * examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources AHCSECCT |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **THE EARTH’S ENVIRONMENT** | | | | | |
| **Contributing Question** | | | | | |
| **Learning Intentions**  **(WALT)** | **Teaching/Learning Activities** | | | **WILF / Assessment** | **Resources** |
| **Whole Class Learning** | **Independent / Guided Learning** | |
| ***Core*** *We are learning to...*    ***Extension*** *We are learning to...* |  |  | |  | [Geography syllabus](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/content/) |
| **Support** | **Extension** |

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSESSMENT** | | | |
| Assessment for Learning | Assessment as Learning | | Assessment of Learning |
| *“Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.” | *“Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning” | | “*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.” |
| **GE2-1** Examine features and characteristics of places and environments | | Students will: | |
| **GE2-2** Describe the ways people, places and environments interact | | Students will: | |
| **GE2-3** Examine differing perceptions about the management of places and environments | | Students will: | |
| **GE2-4** Acquire and communicate geographical information using geographical tools for inquiry | |  | |
| **Task:** | | | |