 HSIE Geography – life skills

Life skills sample learning and teaching sequence support document.

This support document is a result of a project facilitated by Learning and Teaching: Secondary Education. It was developed and written by colleagues from Anson Street Public School: Leader Cathy Dawson, writing team: Kari Priest, Cathy Steer, and Andrew Moor.

The document provides teachers with ideas for teaching Geography Years 7-10 Life Skills. It is designed to be amended, adapted and used according to your school policies and NSW Department of Education guidelines. The Geography Years 7-10 Life Skills syllabus is located at [NSW Education Standards Authority](https://www.boardofstudies.nsw.edu.au/) (NESA).

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Introduction to geographical inquiry

Geography Years 7-10 uses an inquiry approach to assist students in making meaning of their world. The following diagram has been developed to illustrate what geographical inquiry looks like in the classroom.

the image shows the sections acquire, process and communicate. the information is described following the image.


Questions shape geographical inquiries. Geographical data and information from primary and secondary sources are collected in response to the questions. The data and information is represented, evaluated, interpreted and analysed to support conclusions.

Students use stage appropriate geographical terminology and tools to represent data and information in a range of forms accurately, and construct graphic representations and communicate information in response to the questions. Often an active citizenship response is also appropriate.

Acquire

Question

Each focus area in the syllabus provides three or four “key inquiry questions.” Additional inquiry questions will be needed to clarify and support these questions. These questions will relate to the case study chosen to support the selected syllabus content.

Geography is distinguished by the kinds of questions it asks―the ‘what is where,' ‘why there’ and ‘why care’ of an issue.

Successful geographical inquiry involves the willingness to ask, speculate on, and answer geographical questions about why things are, where they are, and how they got there.

Geographic questions deal with:

* location and extent (reference the concepts of place and scale)
* distribution and pattern (reference the concepts of space and interconnection)
* spatial association and interaction (reference the concepts of environment and interconnection)
* spatial change (reference the concepts of change and sustainability).

Data and information

This requires the location, collection, gathering, and recording of primary and secondary geographical data and information suitable for the age and stage of learning, referenced to the syllabus. Determining which data needs to be collected to answer the inquiry questions is necessary. This can be guided by the teacher.

Similarly, identifying the geographical tools students will need to use to collect primary and secondary data, and information and any fieldwork are geographical tools intrinsic to the discipline and part of the geographical inquiry process. A variety of data and information can be located, collected, gathered and recorded using stage appropriate techniques.

* Primary data and information is collected in the field such as measurements, photos, drawings, interview responses gathered first hand.
* Secondary data and information is material sourced from books, magazines, published maps and internet searches. Data includes various maps, recorded weather information, population statistics, etc. Secondary data can be gathered before or after the collection of primary data. This data and information needs to add value to the primary data collected.

“Primary data” and “primary information,” “secondary data” and “secondary information” are terms that are sometimes used interchangeably. They should be ascribed different meanings.

Process

Processing geographical data and information requires the manipulation and interpretation of collected data and information through the use of geographical skills and tools.

Teachers need to model how geographers examine a wide range of data and information. Adequate time should be allocated to the processes of representing, evaluating, interpreting and analysing the data and information collected and recorded from a variety of primary and secondary sources. Students need support to evaluate data and information for reliability and bias.

Geographical tools assist in making sense of the data and information gathered using:

* a range of literacy and numeracy skills
* the utilization of maps, tables, graphs, and diagrams.

These processing strategies support the development of geographical knowledge.

In summary:

| Process | Process Explanation | Examples |
| --- | --- | --- |
| Organise and represent geographical data and information. | Data is systematically organised, classified and translated into visual forms, and effectively arranged using design, colour, graphs, scale, tables. | * Tabulated data for graphing and mapping. * Various types of maps. * Various types of graphs including pie and flow charts. * Field sketches. * Annotated diagrams. * Selected/annotated images to illustrate relevant features. |
| Interpret geographical data and information. | Interpret a variety of information to enable the emergence of meaningful patterns, processes, relationships, similarities, differences, and trends. | * Comparison and interpretation of information from different sources, including cluster and spread patterns. * Different types of maps of the same place. * Models e.g. agriculture land use and how this changes. * Comparison of field. * Work data e.g. modes of transport tally past a particular point with a survey of transport use by nearby residents. * Develop climate graphs from raw data, interpret and describe the resulting patterns. |
| Evaluate the geographical data and information. | Evaluate data and information systematically for reliability and bias.  Evaluate the way the data and information is organised to enhance understanding. | Interrogate for validity   * What factors could skew the data or information? * What is missing? * Is additional data or information needed for clarification? |
| Analyse findings and results. Draw conclusions. | Reference the evidence to shape conclusions as a response to the geographical questions posed. | Develop conclusions based on the data collected, organised and analysed. |

Communicate

Response

Communicating the results of a geographical inquiry requires the presentation of a ‘discussion’ in response to the inquiry question(s) which shaped the process of investigation. Students discuss their evidence-based claims resulting from the inquiry findings. The communication can consider possible futures, a probable future and a preferred future which provide a solution to the geographical problems they have investigated.

Communicating the findings of a geographical inquiry can take many forms. The type of communication should reflect the age and stage of learning as well as provide a mode that is meaningful and appropriate for the processed data and information that needs to be conveyed.

A communication response can include:

* a description and some facts about the place, space or environment. What maps, diagrams or images could be used?
* a description of the data and information obtained in response to the inquiry questions posed. Does a description of the data and information collection processes need to be included?
* annotated geographical tools for the stage to convey data and information
* a discussion of the geographical trends or patterns found when processing the data and information. Were the results expected? What factors caused the results to turn out as they did?
* a reflection on the findings, what was found, what was interesting, surprising, or not supported by the evidence, and the effectiveness of the geographical inquiry process, any problems or difficulties encountered
* proposed actions and the predictable outcomes of these actions as a defendable position adopted, which is based on the data and information collected and processed during the inquiry
* a recommendation on the civic action resulting from the investigation so that the planet on which we live can continue to sustain life into the future

It is important to note that a geographical inquiry can be applied at a range of scales, from a short in-class or fieldwork activity right through to an entire unit of learning, inclusive of a variety of class and fieldwork activities.

Stage 4 Geography

Landscapes and landforms

Key inquiry questions

* 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?

Overview

Students:

* explore landscapes and landforms using examples from Australia and throughout the world
* explain processes that create landscapes and shape individual landforms
* describe the value of landscapes and landforms to different people
* examine issues of landscape degradation and ways to manage and protect landscapes and landforms
* investigate a natural hazard associated with landscapes and people’s responses to that hazard.

Outcomes

A student:

* recognises features and characteristics of places and environments GELS-1
* demonstrates an understanding that places and environments change GELS-2
* recognises perspectives of people and organisations on a range of geographical issues GELS-4
* explores management of places and environments GELS-5
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8.

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| Features of landscapes and landforms  Students:   * share information about familiar landscapes and landforms * research various landscapes and landforms * identify iconic landscapes and landforms within Australia and around the world * recognise how landscapes and landforms are created by different forces of nature e.g. mountains created by volcanoes, rivers carved out by water, coastal headlands shaped by water and the wind.   Value of landscapes and landforms for people  Students:   * recognise that people view landscapes and landforms differently * recognise the aesthetic value of landscapes and landforms for people * explore the cultural and/or spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples * share ideas about the economic benefits that can come from landscapes and landforms.   Human impact on landscapes  Students:   * recognise the ways people alter landscapes e.g. damming rivers, deforestation, mining, farming, tourism * identify the impact of human actions on ONE landscape e.g. visitors to beaches may trample the vegetation on the sand dunes * investigate management strategies used to protect ONE landscape e.g. fences erected around sand dunes to protect vegetation. | Landscapes   * Define landscapes, show pictures of familiar landscapes, e.g. mountain, desert, coastal, plain, urban, rural, etc. * View map of Australia – identify, name and locate different landscapes. * Compare Australian landscapes with those of one or more countries around the world. List similarities and differences. * Rainforest exploration - You are an explorer investigating the Daintree Rainforest. Describe what you see when you arrive. Consider climate, vegetation, animal life, etc. Describe and display your findings. * Read 'Where the Forest Meets the Sea' by Jeannie Baker. Make a collage of the Daintree Rainforest. Label features. Why is this area important to Aboriginal people? Create a before picture/model of the Daintree Rainforest and then add in what it would look like with human urbanisation. What has been done to preserve it?   Landforms   * Defines landforms, e.g. hills, rivers, valleys, beaches. Show images and label. Name and discuss features. Match landform picture to the description. * Share examples of landforms in the local area. This could be done by through photographs or tourist publications, etc. * Share examples of places students have been/seen/know about. * Present information about iconic Australian and world landforms, e.g. Uluru, the Blue Mountains, Great Barrier Reef, etc. Investigate one of these. Virtual excursion to an iconic Australian landform, e.g. Great Barrier Reef: locate it on a map, how it was formed, importance to Australia and the world, impact of human intervention (pollution, fishing, tourism). * View YouTube clip of National Geographic footage of how landforms and landscapes are formed and the impact of weather on the land, or [Exploring Landforms and Bodies of Water for Kids](https://www.youtube.com/user/watchfreeschool) (https://www.youtube.com/user/watchfreeschool). * Create a landscape with sand/playdough/clay etc. and then use tools such as hairdryer/watering can/knife to demonstrate how different forces of nature create different features. Observe and photograph/video before and after. Use Movie Maker/Book creator, or similar to create a visual report. |
| Geomorphic hazards  Students:   * identify different geomorphic hazards e.g. avalanches, earthquakes, volcanic eruptions, rock falls and landslides * explore the impact of geomorphic hazards e.g. changes to the landscape, loss of home, loss of life * investigate ways in which people minimise the impact of future geomorphic hazards e.g. warning signs and systems, evacuation plans. | Geomorphic hazards   * Define geomorphic hazard. * Research a recent geomorphic event (newspaper, TV, YouTube). Discuss the impact on people and the landscape. How could people plan differently to prevent/minimise the impact of the geomorphic hazard? |

## 

Place and liveability

Key inquiry questions

* Where do people live?
* What are the features of the different places where people live?
* What factors influence where people live?
* How do people connect to the place they live?

Overview

Students:

* examine where people live and the features of places
* explore factors influencing people's decisions about where to live
* investigate ways in which people contribute to their community and care for their local environment.

Outcomes

A student:

* recognises features and characteristics of places and environments GELS-1
* explores interactions and connections between people, places, and environments GELS-3
* recognises perspectives of people and organisations on a range of geographical issues GELS-4
* investigates differences in human well-being GELS-6
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| Where I live  Students:   * investigate features and characteristics of the local environment e.g. school canteen, playground, bushland, parks, shops, cinema * identify positive and negative features of the local environment e.g. parks and trees, public transport, graffiti.   People live in different places  Students:   * investigate various places where people live e.g. towns, cities, villages, countries * identify features that make a place liveable e.g. environment, access to food, water, shelter, access to schools, hospitals, transport, recreational facilities * identify features that make a place unliveable e.g. lack of water, shelter * compare TWO contrasting places and the features that make them liveable or unliveable. | Where I live   * Walk around the local area surrounding your school. Photograph different features of the area, e.g. park, shopping centres and surrounds, suburban street, houses. * Label photos with identifying features e.g. trees, busy road, apartment blocks. * Compare aspects of photos - positive and negative e.g. shopping strip - positives: convenience, employment, social interaction; negatives - environmental impacts. * Introduces concept by reading 'Window,' 'My Place' and/or 'Mirror' by Jeannie Baker. Discuss/compare. Paint/draw/describe - What can you see out of your window? Explain that people live in different places, so their view of the world will be different. Give examples. * Brainstorm: Needs of people – what do you need access to live, e.g. food, shelter, water, education, hospital. * Show images of two contrasting places and their features - e.g. Antarctica compared to Sydney. Determine what makes places liveable/unliveable. Present in a table. * Design an island community that includes everything the student needs to make it liveable. (Perhaps use Minecraft or SimCity programs). Discuss the difference between ‘needs’ and ‘wants.' |
| Factors that influence where people live  Students:   * explore reasons why people live where they do e.g. recreation and hobbies, family and friends, job opportunities, cost of living * communicate how culture influences where people live e.g. moving from place to place, moving to other countries * investigate why people feel connected to a place e.g. spiritual, sensory, emotional attachment. | Factors that influence where people live   * List activities within the school and local community. Take home parent questionnaire for parents - why do we live here? e.g. job, climate, family, etc. Display picture graph with results. * View 'Anh Do The Happiest Refugee Live' DVD.  Why did the family leave Vietnam? Why did they choose Australia? Why does he sponsor an orphanage? * Interview a member of the local Aboriginal Community. Why do you live here? What connection do you feel to your local area? |
| How people contribute to the place they live in  Students:   * investigate ways in which they contribute to their community e.g. through school leadership, being part of a sporting team or musical band, volunteering for a community organisation * share ideas about how people care for their local environment e.g. participating in conservation activities, local action groups. | How people contribute to the place in which they live   * Discuss above picture graph of school community activities specifically in relation to student/family contributions to the community. * Design a poster/e-poster to demonstrate how people can care for the local environment – consider; Clean up Australia day, plant a tree day, recycle, composting, or similar. |

Water in the world

Key inquiry questions

* Where is water found?
* How do people use water?
* What affects people’s access to and use of water?
* How and why does water need to be preserved?

Overview

Students:

* examine water as an environmental resource and the processes of the water cycle
* explore the importance of water for sustaining life and the extent to which fresh water is available and accessible
* investigate sources of water for human use and the different ways people use water
* explore factors that affect access to fresh water and examine strategies used to preserve water
* appreciate the value of water to different people across the world.

Outcomes

A student:

* recognises features and characteristics of places and environments GELS-1
* demonstrates an understanding that places and environments change GELS-2
* explores interactions and connections between people, places, and environments GELS-3
* explores management of places and environments GELS-5
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8.

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| Water availability  Students:   * investigate sources of water in the world e.g. the local environment, Australia and other countries * examine the water cycle explore how water is a renewable resource * compare the availability of water as a resource in different places e.g. the local environment, Australia and/or other countries. | Water Availability   * Look at a globe or Google Earth. Discuss the difference between amounts of land and water. The colour on the map of Australia saltwater (oceans) and freshwater areas (rivers, lakes). * Discuss the types of fresh water available in the local area. Visit a local water storage area. Investigate how people in Australia and other countries access water. * Water Cycle - listen to [water cycle song](https://www.youtube.com/watch?v=T05djitkEFI) (https://www.youtube.com/watch?v=T05djitkEFI). * Create a visual of the water cycle. Discuss how water is a renewable resource. What would happen if we ran out of water? |
| Water for human use  Students:   * investigate the importance of water in sustaining life e.g. watering a plant, drinking water for animals * explore different ways in which water is used e.g. at home, for recreation, for transport, in factories, businesses or in farming * investigate sources of fresh water for human use e.g. fresh water comes from the tap, well or dam. | Water for Human Use   * List uses of water, e.g. drinking, washing, toileting, cooking, growing food. Rank their importance in our daily life. * Use above list to categorise different ways water is used, e.g. home, transport, farming, factories, etc. * Investigate the importance of water through an experiment growing two plants, watering one and not the other. Photograph daily changes and create a visual report. |
| Factors affecting water accessibility  Students:   * explore how people’s activities and actions affect access to fresh water e.g. water storage, water recycling, water contamination through pollution, sewage, detergents * explore how natural hazards affect access to fresh water e.g. drought, flood * recognise that access to fresh water is limited. | Factors affecting water accessibility   * Examine visuals of areas of drought and flood. Compare the two extremes and discuss with reference to the effects on the water cycle. * Discuss the importance of access to fresh water and that it is a limited resource. Investigate how remote communities or other countries access fresh water. Explore water restrictions locally or in other places and discuss why we need restrictions. * Visit or investigate a local waterway. Record issues identified in that area e.g. pollution, rubbish, sewerage, etc. Detective challenge: Identify the culprits who caused the waterways to be contaminated. What should be the consequences? |
| Water management  Students:   * examine reasons why water needs to be preserved * investigate strategies to manage water in familiar environments e.g. turn off taps while brushing teeth, install water-saving shower head, build dams on property * investigate strategies that groups or governments use to manage water e.g. community groups participate in clearing litter from local waterways; businesses recycle grey water during production of goods; local councils require the installation of rainwater tanks for new buildings, state governments introduce water restrictions during periods of drought. | Water Management   * Create a water saving poster/e-poster for use at school to be published in the school newsletter. * Organise a local council member to discuss water management and the economic value of water in the local area and how students can be involved. |
| Water as a valuable resource  Students:   * explore the cultural value of water to different cultures across the world * investigate the economic value of water e.g. cost of using water within the home, the effect of drought on a farmer * explore the spiritual value of water e.g. water in Dreaming stories, water in Chinese gardens. | Water as valuable resource   * Read 'Tiddalick'. Discuss the importance of water to the Aboriginal culture. Make an artwork depicting the story and the importance of water. * Case Study: Compare the Ganges and an Australian river. Explore the cultural/religious significance of the rivers, the uses of the water in each country and threats to the supply. |

## 

Interconnections

Key inquiry questions

* What shapes people’s perceptions of places?
* How are people connected to different places?
* How do interconnections affect places and environments?

Overview

Students

* Focus on the connections people have to places.
* Examine what shapes people's perceptions of places and how this influences their connections to places.
* Explore how transport, information and communication technologies, and trade link people to many places.
* Investigate the effect of human activities, such as production and tourism, on places and environments and how this affects the future of these places.

Outcomes

A student:

* demonstrates an understanding that places and environments change GELS-2
* explores interactions and connections between people, places, and environments GELS-3
* recognises perspectives of people and organisations on a range of geographical issues GELS-4
* explores management of places and environments GELS-5
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8.

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| Perceptions of place  Students:   * share ideas about self and belonging e.g. language spoken at home, something special about themselves * identify groups they belong to, e.g. family, sporting team * share ideas about how people are connected to a place e.g. culture, gender, age, family, peers, personal experiences * reflect on the influence that people and events have on an individual’s feelings towards a place e.g. feeling of belonging, feeling of acceptance. | Perceptions of Place   * Trace around body outline -draw/cut and paste from magazines/photographs aspects that each student likes about themselves/their life/their world, inside body outline. * Find similarities and differences between and amongst other students - e.g. stand next to someone who likes horses, watching football, etc. * Groups I belong to. List potential groups (brainstorm). Each student attaches a photo of themselves on to each group they belong to. Family group/study: - list of questions for mum/ dad/grandparents - family links to certain places, where were you born? Reflection: students present the connections that they have found. * Aboriginal groups: Read Dreamtime stories to explain land connection, invite Aboriginal Elder/local Aboriginal person to school to talk about importance of connection to the land - have photos of elements to display to reinforce concepts - land, water, fire, and air. |
| Interconnections between people and places  Students:   * explore ways they are connected to people and places e.g. birthplace, family, culture, religion, sport * explore how they connect with people and places e.g. letter, email, social media, online retail, travel, cultural events, recreation * investigate ways information and communication technologies connect people and places e.g. email, social media * explore ways transport connects people and places e.g. types of transport for different purposes * examine ways trade connects people to places e.g. people buying goods online from overseas, businesses selling services to overseas countries. | Interconnections between people and places   * Transport - brainstorm types of transport. How and why do families travel? What transport would you use to travel to the shops, a nearby town, another state, another country? In what ways is transport used - trucks deliver groceries to supermarkets, planes and ships deliver goods from other countries, trains take people and goods across Australia. Provide examples of systems of transport for goods and services. Read labels on a variety of products - Made in…. How did it get here? * ICT - What type of communication is best for different purposes and formal/informal communication? Seek contact with another school/class in Australia or another country. Send an email, text message, letter, sign language, or make a phone call to that school/class. * Trade: What is trade? What are imports and exports? How do we purchase goods? (Brainstorm retail, online, etc.) |
| Effect of interconnections  Students:   * investigate how people’s access to services varies e.g. internet, public transport, community groups * recognise the effect of information and communication technologies on places e.g. increased communication methods, improved communication speeds decreased social interactions * identify the effect of transport on places e.g. improved access to places, increased volumes of people moving from one place to another, increased trends in tourism, noise, traffic congestion * research the effect of transport on environments e.g. altered landscapes, air pollution, habitat disruptions and/or destruction * explore the effect of trade on places e.g. job creation, increased product choice, greater competition between businesses, improved economies * examine the effect of trade on environments e.g. creation of non-recyclable wastes, increased pollution levels, land degradation, depletion of natural resources. | Effect of interconnections   * 'Mirror' by Jeannie Baker: compare and contrast - access to transport, ICT, and trade. * Make your own mirror book/poster/PowerPoint presentation comparing two different places, e.g. remote community to urban community in Australia |

# 

Stage 5 Geography

Sustainable biomes

Key inquiry questions

* What are biomes?
* How are biomes used and altered?
* What are the factors affecting food production?
* How will the world feed its future population?

Overview

Students:

* identify the physical features of biomes
* investigate threats to biomes and the effect of those threats on biomes
* explore factors influencing and affecting farming and food production in Australia and other countries
* examine how a growing population affects global food security.

Outcomes

A student:

* recognises features and characteristics of places and environments GELS-1
* demonstrates an understanding that places and environments change GELS-2
* explores interactions and connections between people, places, and environments GELS-3
* explores management of places and environments GELS-5
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8.

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| World biomes  Students:   * identify different types of biomes in Australia and around the world e.g. deserts, grasslands * identify the location and distribution of biomes around the world * examine differences in the climate of biomes * explore the distinctive vegetation and animals found in different biomes. | World Biomes   * Define biomes. [Watch Biomes of the World for Children: Oceans, Mountains, Grassland, Rainforest, Desert - FreeSchool](https://www.youtube.com/watch?v=0fb8143ndo8) (https://www.youtube.com/watch?v=0fb8143ndo8). * Gather picture samples of each type of biome, label and list characteristics. Visit [Eden Project](http://www.edenproject.com) (www.edenproject.com) to further explore biomes and their characteristics. * On a world map identify the distribution of biomes and colour code where they are on the map. * On an Australian map paste pictures of different biomes in their correct location. * Class guided investigation of a biome. Include location, climate, rainfall, plants and animals. Student centred investigation of an alternative biome. Create a PowerPoint, iBook, or similar to display information. |
| Changing biomes  Students:   * identify how biomes are used by people to produce food, industrial materials or fibres e.g. agriculture, mining * investigate threats to biomes e.g. agriculture, mining, natural hazards, war, salinity, pollution, tourism, hunting, urbanisation * share ideas about the effect of threats on biomes e.g. reduced biodiversity, habitat destruction, extinction of vegetation and/or animals * explore sustainability strategies that minimise environmental impacts e.g. reusable strategies, solar energy. | Changing Biomes   * Investigate a biome in Australia that is used by people. How is it used? Identify what threatens the biome. What could be done to minimise environmental impact?  Present it as a TV or newspaper report. |
| Food production  Students:   * identify types of farming e.g. grain, meat, dairy, vegetable, fruit, nut, sugarcane * recognise the location and spatial distribution of farming across the world * investigate environmental factors influencing food production e.g. climate, soils, topography, rainfall * explore environmental challenges to food production e.g. changing weather patterns, insect plagues, natural hazards, water scarcity, climate change * explore other factors that affect food production in Australia or in other countries across the world e.g. economic trends, political policies, social attitudes, technology, land degradation. | Food Production   * Match food to source e.g. milk to dairy, eggs to chickens, etc. Choose a local food producer to visit or go on a virtual tour. Investigate and record methods used to grow food. Discuss environmental factors and challenges. * Locate on a map the distribution of farming across the Australia/The World. * Explore [changes to the wheat and barley industry](http://www.csiro.au/en/Research/AF/Areas/Plant-Science/Wheat-barley) (CSIRO http://www.csiro.au/en/Research/AF/Areas/Plant-Science/Wheat-barley) and consider why these changes are necessary. |
| Food for future populations  Students:   * explore population growth rates in Australia * compare Australia’s population growth with that of a country with a rapidly growing population * share ideas about how future population trends may affect food supplies in the future explore ways food shortages can be addressed e.g. household or community vegetable gardens, technological advancements. | Food for future populations   * Compare Australia and India's population growth rates. Create a visual representation to show the difference between the two populations. Compare land mass and available farming areas. * Future planning question: In the future how will countries cater for their populations? Consider available land and population growth. List ideas and solutions to this problem. * Design a vegetable garden for home or school to show the process of food production and supply to meet needs. |

## 

Changing places

Key inquiry questions

* What are urban areas?
* Why do people move to urban areas?
* What are the effects of urbanisation on places and the environment?
* How can urban areas be sustainable for the future?

Overview

Students:

* examine the features and patterns on urban areas in Australia and other countries
* explore the reasons for internal and international migration patterns and the effect of population movements on places
* investigate issues related to the management and future of urban places.

Outcomes

A student:

* demonstrates an understanding that places and environments change GELS-2
* explores interactions and connections between people, places, and environments GELS-3
* explores management of places and environments GELS-5
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8.

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| Urban environments  Students:   * compare the features of an urban area with a rural area * investigate the features of urban areas e.g. population, housing and construction, density and range of services and facilities * identify advantages and disadvantages of urban living e.g. access to services, employment, crime, pollution, population levels * investigate the location of urban areas throughout Australia * compare and contrast urban areas in Australia with another country. | Urban Environments   * Show photos of urban and rural areas.  List features of both. Why? List advantages and disadvantages. Create a representation of an urban and rural area. Where would students prefer to live? List reasons. * Google Earth - virtual excursion of an urban area - students, observe population, housing, and construction, density, range of services and facilities. * Why do so many people live in urban areas? Discuss advantages and disadvantages. * Investigate the urban areas of Australia.  Mark location of these areas onto a map of Australia, include populations. * Choose an urban area in another country. View YouTube clip/video about features of the area. Compare similarities and differences to an Australian urban area. Present findings as a visual representation. |
| Urban migration  Students:   * investigate why people move to cities e.g. job opportunities, access to healthcare * compare population change in cities e.g. Sydney in 1900 and present day, the growth of Sydney’s western suburbs, megacities in Asia or South America * examine how cities have responded to increasing population numbers e.g. construction and building programs, increased transport networks * share ideas about how places are affected when people move away e.g. decreased population, services withdrawn. | Urban Migration   * Read 'My Place' by Nadia Wheatley - develop an understanding of how places change and develop over time. * Sydney then and now - Show photographs of Sydney from 100 years ago and compare to the present. * Make a population graph using a pictograph to illustrate growth e.g. 1 person pictograph = 100,000 people. * Plan for growth in an urban area - what will students need to do? Think about transport, housing, services, healthcare, employment, etc. Record the plan. * Present real or fictional examples of a family that has moved to the city. List reasons why. Discuss other reasons that a family may move to the city. Share ideas about how the town that was left by the family was affected by them leaving.  What if other families left too? |
| International migration  Students:   * research why people move from one country to another e.g. family, employment, climate, safety, better opportunities * explore trends in international migration from one country to another * examine the effect of multiculturalism in one (1) country e.g. community radio and television, celebrations, religious and cultural holidays, food. | International Migration   * Read "The Littlest Refugee" or "The Happiest Refugee" by Anh Do.  Discuss why his family left Vietnam. What other reasons would people leave another country? Present a visual representation of these reasons. * On a world map attach arrows showing migration to Australia from other countries. The size of arrow could indicate the number of migrants. Use two different coloured arrows to show patterns from a time in the past e.g. 1950s and the present. Discuss reasons for differences. |
| Management for future urban environments  Students:   * identify the effect of urbanisation on the environment in urban areas e.g. removal of trees, polluted creeks, and waterways, altered landscape. * investigate strategies used to improve the sustainability of urban areas for the future e.g. solar energy programs, improved public transport networks, increased housing density. | Management for future urban environments   * Read 'Window' by Jeannie Baker. Discuss changes they saw in the book. Create a picture of what they see out of their window. What is the author trying to say about our environment and planet? What are the changes in transport throughout the story? Describe what is happening to the population in the area around Sam’s house. How is the local area changing to accommodate this? * Create a map showing the places that students can see through their first and last window. How are their maps similar or different to the book? Identify which of these changes are ‘positive’ and which are ‘negative’? * The class is a town planning team who are required to plan for sustainable growth of their growing city. Research sustainability and how it is achieved.  Make a brief action plan for the future in a report for the Mayor. Remember to take into account:; renewable energy, transport, building density, waste management, etc. |

## 

Environmental change and management

Key inquiry questions

* Why are environments important?
* How do people alter the environment?
* What are the effects of changes to the environment?
* Why is sustainability and environmental management important?

Overview

Students:

* develop an understanding of the effect of people's actions on the environment
* explore environmentally sustainable practices and reasons for different approaches to environmental management
* identify causes and consequences of environmental change sustainability.

Outcomes

A student:

* demonstrates an understanding that places and environments change GELS-2
* explores interactions and connections between people, places, and environments GELS-3
* recognises perspectives of people and organisations on a range of geographical issues GELS-4
* explores the management of places and environments GELS-5
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8.

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| Environments  Students:   * investigate the importance of their local environment e.g. to provide food, shelter * investigate the role of environments e.g. to support life. | Environments   * Create a visual display of a local environment. Label each element of the local environment. Compare and discuss the characteristics of each and why they are important? E.g. food, shelter, clean air, education, medical, etc. |
| Environmental changes  Students:   * investigate changes to their local environment caused by people * explore ways people alter the environment e.g. clear trees for buildings, pollute the air * examine the environmental effects of people’s actions e.g. loss of habitat, declining biodiversity, climate change. | Environmental Changes   * Using the visual display of a local environment (above) label the physical and human features and discuss how people have changed these features over time. * Compare ways people have altered other environments, at a variety of scales, with the visual display created. * Discuss the effect of environmental alteration by people and write a flow chart of at least one specific example. |
| Environmental management  Students:   * identify ways their local environment is managed e.g. fencing and signs, restricted parking, native vegetation * investigate environmentally sustainable practices e.g. water and energy efficiency programs, environment protection plans, rotational grazing * explore ways in which Aboriginal and Torres Strait Islander Peoples manage their environment e.g. controlled use of fire, seasonal harvest calendars * examine the advantages and disadvantages for protecting the environment e.g. protect biodiversity, economic utilisation of the environment * identify why people have different views on environmental management e.g. government * development projects versus community preservation action, one country compared to another. | Environmental Management   * Walk around your local area and photograph evidence of the way your environment is managed e.g. fences, signs, restricted parking, etc. * Discuss and list alternate energy sources. Create a wind farm model. Investigate and record the benefits of alternate energy sources. * Invite an Aboriginal elder to talk about the controlled use of fire and rotational harvest methods. Record the environmental impact of these methods. * Case Study: [Antarctica](http://www.antarctica.gov.au/environment/human-impacts-in-antarctica) (http://www.antarctica.gov.au/environment/human-impacts-in-antarctica). Examine the advantages and disadvantages for protecting the environment. Present the information gathered in a visual format. * Debate the topic of environmental management. Group one represents a local producer e.g. farmer. Group two represent a local care group. Teacher may need to guide each group’s reasons for their point of view. |

Human wellbeing

Key inquiry questions

* What is human wellbeing?
* What are the indicators of human wellbeing and how can it be measured?
* Why does human wellbeing vary for people in different places?
* What is being done to improve human wellbeing?

Overview

Students:

* examine the nature of, and differences in, human wellbeing in relation to self, within Australia and between two other countries from the Asian region
* investigate indicators of human wellbeing and how wellbeing can be measured
* investigate strategies to improve their own wellbeing and the wellbeing of others.
* explore how the development of places may affect human wellbeing.

Outcomes

A student:

* recognises features and characteristics of places and environments GELS-1
* demonstrates an understanding that places and environments change GELS-2
* explores interactions and connections between people, places, and environments GELS-3
* explores management of places and environments GELS-5
* investigates differences in human well-being GELS-6
* collects and uses geographical information for inquiry GELS-7
* communicates geographical information GELS-8.

Content

| Geography Years 7-10 Life Skills syllabus content | Suggested learning and teaching ideas |
| --- | --- |
| Human wellbeing  Students:   * identify factors that they like and dislike about where they live * identify factors that have a positive and negative impact on their life * examine broad indicators of human wellbeing e.g. feeling good about yourself, feeling fulfilled, a sense of happiness, health, safety * compare the human wellbeing of people within Australia including Aboriginal and Torres Strait Islander Peoples e.g. gender, age, location, life expectancy, education level, income, access to services * share ideas as to why differences in human well-being exist within Australia. | Human wellbeing   * Brainstorm likes and dislikes of their neighbourhood, their town, their lives, etc. Record positives and negatives. * Create a wellbeing index of things that are important to them e.g. health, play opportunities, social opportunities, access to social media. * Use the [OECD Regional wellbeing index](http://www.oecdregionalwellbeing.org) (www.oecdregionalwellbeing.org) to look at global indicators of wellbeing and compare two places. Why are they different/similar? |
| Human wellbeing and development  Students:   * examine differences in the human wellbeing of two (2) countries e.g. Japan and India * identify reasons for the differences in human well-being between the two countries e.g. access to services, fresh water, food, housing * share ideas about the effect that the development of place has on human wellbeing e.g. in relation to their own town/city. | Human wellbeing and development   * Compare two or more countries from the Asian region using [OECD regional wellbeing](http://www.oecdregionalwellbeing.org)(www.oecdregionalwellbeing.org). Discuss differences in access to services, fresh water, food, housing, health. How do these findings impact on wellbeing? Present findings to the class. Class vote on their choice of place to live giving a reason for their decision. |
| Improving human well-being  Students:   * share ideas about improving human wellbeing in a familiar place e.g. school, community * investigate strategies to improve human wellbeing in Australia, including the wellbeing of Aboriginal and Torres Strait Islander Peoples e.g. access to education, access to affordable health, access to housing * investigate strategies to improve human well-being in at least ONE other country. | Improving human well-being   * Introduce wellbeing practices such as daily mindfulness activities, drinking more water, daily exercise, etc. Identify positive and negative outcomes from these practices. * Discuss an area of their school community which could be changed to improve well-being for staff and students e.g. canteen, playground. Collaborate with teacher and principal about proceeding with changes. * Investigate an initiative to improve wellbeing in Australia. Start a school or class initiative for e.g. walking for ten minutes a day. * Find a local area initiative. Discuss who might become involved and why. * Investigate Aboriginal wellbeing initiatives, such as affordable housing, education, and health services. A good resource is [Health infonet](http://www.healthinfonet.ecu.edu.au/) (http://www.healthinfonet.ecu.edu.au/). How does this help out Indigenous population? * Choose another and different place. Investigate people of that place and their elements of positive and negative well-being. List changes that would benefit the wellbeing of this place. Discuss the achievability of these changes. |