# HSIE: Geography stage 2 resources

### The following activities correspond to the resource worksheets 1-7 in the learning sequence for S2 Geography.

### Please use all worksheets in a booklet form or choose and print the ones you want as you need them.

HSIE: Geography S2 worksheet 1

Name:

Class:

## KWL chart for India and Australia

India’s **climate, plants and animals** will be compared to those of Australia. Use the KWL chart to show:

1. What you already **KNOW** about these topics

2. What you **WANT** to know about these topics

3. What you have **LEARNED** about these topics (to be completed at the end of this unit).

|  |  |  |  |
| --- | --- | --- | --- |
|  | What I already KNOW | What I WANT to know | What I have LEARNED |
|  | **Australia** | **India** | **Australia** | **India** | **Australia** | **India** |
| Climate |  |  |  |  |  |  |
| Plants |  |  |  |  |  |  |
| Animals |  |  |  |  |  |  |

HSIE: Geography S2 worksheet 2

Name:

Class:

## India and Australia information table

Start your research and add to the information table for both Australia and India. This information will be used when you start designing and making your presentation. Make sure you keep track of where your resources have come from by cutting and pasting all your website addresses in the last row for your bibliography.

|  |  |
| --- | --- |
| Australia | India |
| Climate research |  | **Climate research** |  |
| Native plant research |  | **Native plant research** |  |
| Native animal research |  | **Native animal research** |  |
| Resources |  | **Resources**  |  |

HSIE: Geography S2 worksheet 3

Name:

Class:

## Planning page

### Hand in all planning with your final presentation

How are you going to present your information? Select one of the methods below or if you would like to present your work in a different way, talk to your teacher first.

 **Hardcopy infographic (project poster or book)**

 **Infographic using an online platform such as PowerPoint or Popplet**

 **Video report with transcript and visual footage**

### Apart from the written information in the information table, what other resources do you need?

Use the boxes below to plan for the pictures, diagrams, tables, graphs or video you wish to add to your presentation. Keep track of your resources in the bibliography.

|  |
| --- |
| Pictures and labelled diagrams |
|  |

|  |
| --- |
| Information graphs and tables |
|  |

|  |
| --- |
| Videos |
|  |

|  |
| --- |
| Bibliography |
|  |

HSIE: Geography S2 worksheet 4

Name:

Class:

## Quality rubric

Use this rubric to help you while you are planning and writing your presentation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent | Good | Basic | Incomplete |
| Planning and preparation | Planning was very organised. The detailed plan clearly showed the overview of the finished product. | Planning was well organised. The plan showed the overview of the finished product. | The planning showed some organisation. The plan showed a basic overview of the finished product. | No planning or preparation |
| Research-climate | Research on climate for both India and Australia was very detailed and from a wide variety of quality sources. | Research on climate for both India and Australia was informative and from a variety of sources. | Research on climate for both India and Australia was satisfactory, though from only a few sources. | Research missing for one or both of the countries. |
| Research- plants | Research on plants for both India and Australia was very detailed and from a wide variety of quality sources. | Research on plants for both India and Australia was informative and from a variety of sources. | Research on plants for both India and Australia was satisfactory, though from only a few sources. | Research missing for one or both of the countries. |
| Research- animals | Research on animals for both India and Australia was very detailed and from a wide variety of quality sources. | Research on animals for both India and Australia was informative and from a variety of sources. | Research on animals for both India and Australia was satisfactory, though from only a few sources. | Research missing for one or both of the countries. |
| Writing | Writing style was highly descriptive with well-structured sentences that were clear, understandable and enjoyable to read.  | Writing style was descriptive with structured sentences that could be clearly understood. | Writing style used some descriptions with simple sentences. | Sentences could not be understood clearly. |
| Format | Information was highly organised using titles and headings as well as clear paragraphs to group information.  | Information was well organised using titles and headings to group information. | Information has been grouped without headings. | Information has not been organised at all. |
| Spelling and editing | No spelling errors after very careful editing. | Only one or two spelling errors after editing | More than two spelling errors after editing | No editing  |
| Graphics and pictures | Pictures and graphics are extremely informative, interesting and colourful. They support and add detail to the writing. | Pictures and graphics are interesting and colourful. They support the writing. | There are some pictures and graphics though they don’t connect well to the writing. | No pictures or graphics. |
| Bibliography | All information sources have been listed in the bibliography. | Most information sources have been listed in the bibliography. | Some information sources have been listed in the bibliography | No bibliography |

### Self- assessment

**After you have finished** your presentation, circle or highlight a box in each coloured section in the rubric that you think best describes your work. You will be using this when you conference with your teacher.

What parts of the rubric can you **celebrate**? Where did you complete high quality work?

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What parts of the rubric do you need to **concentrate** on? Where do you need to focus the next time you do a presentation?

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### KWL chart

Now go back to your KWL chart you started on worksheet 1. Complete a summary of information in the ‘What have I LEARNED’ column.

HSIE: Geography S2 worksheet 5

Name:

Class:

## Koalas and their changing habitat

Watch the BTN report about koala habitats in Australia. Discuss the reasons natural vegetation is decreasing for koalas and the impact it is having on the koala population.

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HSIE: Geography S2 worksheet 6

Name:

Class:

## Murray Darling and Ganges Rivers T-chart

Think about the different groups of people in the video clips who value these rivers for different reasons. Do some more research of your own and name the groups of people who have a connection to the river in each country and explain how they use the river for their own purposes.

|  |  |  |
| --- | --- | --- |
|  | Murray Darling River, Australia | Ganges River, India |
| Group 1 – people who have connection to the river |  |  |
| How they used the river |  |  |
| Group 2 – people who have connection to the river |  |  |
| How they used the river |  |  |
| Group 3 – people who have connection to the river |  |  |
| How they used the river |  |  |

HSIE: Geography S2 worksheet 7

Name:

Class:

## Timeline of Uluru

Uluru has seen many changes since European settlement in 1788. Watch the BTN report about Uluru and complete some research about these significant dates and events.

Place the Uluru date in the and then add information to the connecting box to explain what happened on this date.

Make sure your dates start from the oldest to the most recent and are in order.