

Geography Unit: PLACES ARE SIMILAR AND DIFFERENT	Stage 2
	Duration:

Unit description		Key inquiry questions
		<ul style="list-style-type: none"> • How and why are places similar and different? • What would it be like to live in a neighbouring country? • How do people's perceptions about places influence their views about the protection of places?
Outcomes	<p>A student:</p> <ul style="list-style-type: none"> • 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 <p><i>Add cross curriculum outcomes here....</i></p>	

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

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

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

The Australian continent

Students:

- investigate Australia's major natural and human [features](#) for example: (ACHGK014, ACHGK015)
- description of natural features of Australia eg deserts, rivers, mountains **STVR**
- location of Australia's states, territories and major cities **M**
- identification of [Countries/Places](#) of Aboriginal and Torres Strait Islander Peoples **M** 🖐️

Australia's neighbours

Students:

- investigate Australia's neighbouring countries and their diverse [characteristics](#), for example: (ACHGK016) **a**
- location of Australia's neighbouring countries **M** **a**
- examination of the natural and human features of neighbouring countries **GSVR** **a** 🌐 🗺️
- comparison of the natural and human features of a city in Australia with a city in a neighbouring country **a** ⚙️ ⚙️ ⚙️

Climate of places

Students:

- investigate the [climates](#) of different places, for example: (ACHGK017)
- discussion of how [weather](#) contributes to climate
- comparison of climates in different places **M** ⚙️ 📄

Similarities and differences between places

Students:

- investigate the [settlement patterns](#) and demographic characteristics of places and the lives of the people who live there, for example: (ACHGK019)
- examination of the varying settlement patterns and demographics of places **MGS** 📊
- comparison of the daily life of people from different places **VR** ⚙️ 🌐 🗺️

Perception and protection of places

Students:

- investigate how the protection of places is influenced by people's [perception](#) of places, for example: (ACHGK018) 🌱
- description of how and why people perceive places differently 🏛️ 🧑 🧑
- discussion of how people's perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites 🖐️ 🌱 🇦🇺

PLACES ARE SIMILAR AND DIFFERENT

Contributing Question

Learning Intentions (WALT)	Teaching/Learning Activities		WILF / Assessment	Resources
	Whole Class Learning	Independent / Guided Learning		
<p>Core We are learning to...</p> <p>Extension We are learning to...</p>		<div>Support</div> <div>Extension</div>		Geography syllabus

ASSESSMENT		
Assessment for Learning	Assessment as Learning	Assessment of Learning
<p><i>“Assessment for learning</i> 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.”</p>	<p><i>“Assessment as learning</i> 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”</p>	<p><i>“Assessment of learning</i> 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 <i>assessment of learning</i> 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.”</p>
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		Students will:
Task:		