

Geography Unit: THE EARTH'S ENVIRONMENT	Stage 2
	Duration:

Unit description		Key inquiry questions
		<ul style="list-style-type: none"> • 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	<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








Different environments

Students:

- investigate the natural [characteristics](#) of Australia and a country in Asia, for example: (ACHGK020) 
- comparison of [climate](#), [natural vegetation](#) and native animals   







Significance of environments

Students:

- investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (ACHGK021, ACHGK022, ACHGK024)
- identification of types of natural vegetation eg forests, grasslands, deserts 
- explanation of the importance of natural vegetation to animals & the functioning of the environment eg provision of habitats, production of oxygen   
- discussion of the importance of natural vegetation and natural resources to people eg provision of food, medicine, fuel, timbers, fibres, metals   










Perception of environments

Students:

- investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: (ACHGK022, ACHGK023, ACHGK024) 
- discussion of why people value environments differently eg cultural, agricultural, commercial, recreational values  
- description of how custodial responsibility for Country/Place influences Aboriginal and Torres Strait Islander Peoples' views of the environment   

Protection of environments

Students:

- investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK023, ACHGK024, ACHGK025)  
- examination of how environments can be used sustainably eg sustainable agricultural, commercial and recreational practices 
- discussion of ways waste can be managed sustainably   
- examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources   

THE EARTH'S ENVIRONMENT

Contributing Question

Learning Intentions (WALT)	Teaching/Learning Activities		WILF / Assessment	Resources
	Whole Class Learning	Independent / Guided Learning		

Core <i>We are learning to...</i>				Geography syllabus
Extension <i>We are learning to...</i>				
		Support	Extension	



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		
Task:		