

Geography Unit: A DIVERSE AND CONNECTED WORLD	Stage 3
	Duration:

Unit description		Key inquiry questions
		<ul style="list-style-type: none"> • How do places, people and cultures differ across the world? • What are Australia's global connections? • How do people's connections to places affect their perception of them?
Outcomes	<p>A student:</p> <ul style="list-style-type: none"> • describes the diverse features and characteristics of places and environments – GE3-1 • explains interactions and connections between people, places and environments – GE3-2 • acquires, processes and communicates geographical information using geographical tools for inquiry – GE3-4 <p><i>Add cross curriculum outcomes here....</i></p>	

Geographical Inquiry Skills

Acquiring geographical information

- develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)
- collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041)

Processing geographical information

- evaluate sources for their usefulness (ACHGS035, ACHGS042)
- represent data in different forms, for example, plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)
- represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043)
- interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044)

Communicating geographical information

- present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)

Geographical Concepts

Place: the significance of places and what they are like

- characteristics of places on a global level

Space: the significance of location & spatial distribution, & ways people organise & manage the spaces we live in

- global patterns of spatial distribution
- how people organise and manage spaces in their local environment

Environment: the significance of the environment in human life, & the important interrelationships between humans & the environment.

- how the environment influences people and places
- how people influence the environment
- the effect of natural disasters on the environment

Interconnection: no object of geographical study can be viewed in isolation

- how environments influence where people live
- ways people influence the characteristics of their environments
- diversity of cultures and peoples around the world

Scale: the way that geographical phenomena and problems can be examined at different spatial levels

- environmental and human characteristics of places on local, regional and global scales
- the effect of global events on people and places locally, regionally and globally

Sustainability: the capacity of the environment to continue to support our lives & the lives of other living creatures into the future

- extent of environmental change
- environmental management practices
- sustainability initiatives

Change: explaining geographical phenomena by investigating how they have developed over time

- changes to environmental and human characteristics of places

Geographical Tools

Maps – M

- *large-scale maps, small-scale maps, sketch maps, political maps, topographic maps, flowline maps*
- *maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns*

Fieldwork – F

- *observing, measuring, collecting and recording data, conducting surveys and interviews*
- *fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS*

Graphs and statistics – GS

- *pictographs*
- *data tables*
- *column graphs*
- *line graphs*
- *climate graphs*
- *multiple graphs on a geographical theme*
- *statistics to find patterns*

Spatial Technologies – ST

- *virtual maps*
- *satellite images*
- *global positioning systems (GPS)*

Visual representations – VR

- *photographs*
- *aerial photographs*
- *illustrations*
- *flow diagrams*
- *annotated diagrams*
- *multimedia*
- *web tools*

CONTENT





Diversity across Asia

Students:

- investigate the diversity in geographical [characteristics](#) within the Asia region, for example: (ACHGK031, ACHGK032) 
- identification of countries of the Asia region in relation to Australia  
- examination of economic, demographic and social differences between countries of the Asia region eg employment, population, lifestyle    






The world's cultural diversity

Students:

- investigate the world's cultural diversity, including the [culture](#) of indigenous peoples, for example: (ACHGK033)
- identification of different [cultural groups](#), including indigenous cultural groups eg Maori, Inuit, Sami, Dayak 
- examination of various cultures eg customs, beliefs, social organisation   







Global connections

Students:

- investigate connections between Australia and other countries of the world, for example: (ACHGK034, ACHGK035)
- description of connections Australia has with other countries eg trade, migration, tourism, aid    
- examination of a significant event and its local, regional and global effect on people and places eg sporting or cultural event 

Connections shape perceptions

Students:

- investigate how connections influence people's [perception](#) and understanding of places, for example: (ACHGK036)
- identification of factors that influence people's perceptions of places eg media, culture, education, travel    
- discussion of the effect of generalisations and stereotypes about places  

A DIVERSE AND CONNECTED WORLD				
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>		<div>Support</div> <div>Extension</div>		

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>
GE3-1 Describe the diverse features and characteristics of places and environments		Students will:
GE3-2 Explain interactions and connections between people, places and environments		Students will:
GE3-4 Acquire, process and communicate geographical information using geographical tools for inquiry		Students will:
Task:		