

Focus: The Earth's environment sustains all life		Geography Unit Overview (Draft) <small>(Updated: February 2014)</small>			Year 4	
Inquiry Questions			Key Concepts			
<ul style="list-style-type: none"><li>How does the environment support the lives of people and other living things?</li><li>How do different views about the environment influence approaches to sustainability?</li><li>How can people use places and environments more sustainably?</li></ul>			In <b>Years 3-6</b> the F-2 concepts continue to be a focus of study but the scale of the places studied moves from the local to national, world regional and global scales. The concepts of <b>sustainability</b> and <b>change</b> are also introduced in these years.			
Geographical Knowledge & Understanding <i>(Content Descriptors)</i>						
The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents		The types of natural vegetation and the significance of vegetation to the environment and to people	The importance of environments to animals and people, and different views on how they can be protected	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources	The natural resources provided by the environment, and different views on how they could be used sustainably	The sustainable management of waste from production and consumption
Geographical Inquiry and Skills <i>(The students will...)</i>						
Observing, questioning and planning	Collecting, recording, evaluating and representing			Interpreting, analysing and concluding	Communicating	Reflecting and responding
<ul style="list-style-type: none"><li>Develop geographical questions to investigate ('why there?', 'what might happen?', etc.)</li></ul>	<ul style="list-style-type: none"><li>Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet</li><li>Represent data by constructing tables and graphs</li><li>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title, and north point, and describe their location using simple grid references, compass direction and distance</li></ul>			<ul style="list-style-type: none"><li>Interpret geographical data to identify distributions and patterns and draw conclusions</li></ul>	<ul style="list-style-type: none"><li>Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology</li></ul>	<ul style="list-style-type: none"><li>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal</li></ul>
Achievement Standard						
<p>By the end of Year 4, students <b>describe</b> and <b>compare</b> the characteristics of places in different locations at the national scale. They <b>identify</b> and <b>describe</b> the interconnections between people and the environment. They <b>describe</b> the location of selected countries in relative terms and <b>identify</b> simple patterns in the distribution of features of places. Students <b>recognise</b> the importance of the environment and <b>identify</b> different views on how to respond to a geographical challenge.</p> <p>Students <b>develop</b> geographical questions to <b>investigate</b> and collect and record information and data from different sources to answer these questions. They <b>represent</b> data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They <b>describe</b> the location of places and their features using simple grid references, compass direction and distance. Students interpret data to <b>identify</b> spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and <b>identify</b> the expected effects of their proposed action.</p>						
Aboriginal and Torres Strait Islander perspectives		Links to other Curriculum Areas				
<p>Geography provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:</p> <ul style="list-style-type: none"><li>Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning</li><li>Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live</li><li>Aboriginal peoples' and Torres Strait Islander peoples' contributions to Australian society and cultures.</li></ul>		<p><b>History</b></p> <ul style="list-style-type: none"><li>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives (<a href="#">ACHHK077</a>)</li><li>Identify sources (<a href="#">ACHHS216</a>); Locate relevant information from sources provided (<a href="#">ACHHS084</a>)</li><li>Use a range of communication forms (oral, graphic, written) and digital technologies (<a href="#">ACHHS087</a>)</li></ul> <p><b>English</b></p> <ul style="list-style-type: none"><li>Identify features of online <u>texts</u> that enhance readability including <u>text</u>, navigation, links, graphics and <u>layout</u> (<a href="#">ACELA1793</a>)</li><li>Use <u>comprehension strategies</u> to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating <u>texts</u> (<a href="#">ACELY1692</a>)</li><li>Use a range of software including word processing programs to construct, edit and publish written <u>text</u>, and select, edit and place visual, print and audio elements (<a href="#">ACELY1697</a>)</li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>Use a range of methods including <u>tables</u> and simple column <u>graphs</u> to represent <u>data</u> and to identify <u>patterns</u> and <u>trends</u> (<a href="#">ACSI068</a>)</li><li>Living things, including plants and animals, depend on each other and the <u>environment</u> to survive (<a href="#">ACSSU073</a>)</li></ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>Use simple scales, legends and directions to interpret information contained in basic maps (<a href="#">ACMMG090</a>)</li><li>Select and trial methods for <u>data</u> collection, including survey questions and recording sheets (<a href="#">ACMSP095</a>)</li><li>Construct suitable <u>data</u> displays, with and without the use of digital technologies, from given or collected <u>data</u>. Include tables, column graphs and <u>picture graphs</u> where one picture can represent many <u>data</u> values (<a href="#">ACMSP096</a>)</li></ul>				
<p><b>Sources:</b> Australian Curriculum v5.2: Geography for Foundation–10, <a href="http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10">www.australiancurriculum.edu.au/Geography/Curriculum/F-10</a>; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Year 4 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/yr4-geography-assessment.html">http://www.qsa.qld.edu.au/yr4-geography-assessment.html</a> <b>Karly Hefferan, 2014</b></p>						

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<b>Geographical Fieldwork</b>		
Fieldwork opportunities are provided at a local area site. Possible data collection techniques include: observing, field sketching, taking photographs for labelling and annotating, constructing maps, interviewing, conducting surveys and measuring.		
<b>Unit 1:</b> Investigating how the environment sustains all life	<b>Unit 2:</b> Investigating sustainable uses of environments and resources	
<p><b>The inquiry questions for this unit are:</b> <b>How does the environment support the lives of people and other living things?</b> <b>How do different views about the environment influence approaches to sustainability?</b></p> <p>The focus of the unit is on developing student understanding of the importance of environments to both animals and people, and exploring views on how they can be protected. The scale of study is at the local, regional and global level with case studies of the types of natural vegetation and native animals of selected countries in South America and Africa.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• identify the importance of environments to animals and people, and explore different views on how environments and habitats can be protected</li><li>• identify and describe types of natural vegetation, including forest, savannah, grassland, woodland and desert in different environments</li><li>• explore the significance of vegetation to animals and people, such as the production of oxygen, the protection of land from erosion by water and wind, and the provision of habitat for animals</li><li>• identify some of the resources produced by the environment and where they come from, e.g. water, food, raw materials, fibres, timber and metals</li><li>• represent the locations of major countries of Africa and South America in relation to Australia, and their main characteristics, including types of vegetation and native animals in at least two countries from each continent</li><li>• represent data by constructing tables and graphs</li><li>• interpret and evaluate geographical data and information using digital and spatial technologies to identify patterns and draw conclusions</li><li>• present findings and ideas in texts about the importance of environments to both animals and people.</li></ul>	<p><b>The inquiry questions for this unit are:</b> <b>How do different views about the environment influence approaches to sustainability?</b> <b>How can people use places and environments more sustainably?</b></p> <p>The focus of the unit is on developing student understanding of the custodial responsibility of Aboriginal peoples and Torres Strait Islander peoples to their Country/Place and their past and present views on the sustainable use of resources and environments. They apply this understanding to develop a plan for appropriate action to improve environmental quality in a selected place.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• develop geographical questions to investigate sustainable uses of resources and environments</li><li>• collect and record relevant geographical data and information from sources about how Aboriginal Peoples and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place</li><li>• represent the distribution of Aboriginal peoples and Torres Strait Islander peoples before and after colonisation</li><li>• collect and record information from sources about the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples about the sustainable use of resources and environments, e.g. use of bush foods, fire-stick farming and rotational food harvesting</li><li>• represent data by constructing tables and graphs</li><li>• interpret geographical data and information using digital and spatial technologies to identify patterns and draw conclusions</li><li>• present findings and ideas about sustainable uses of environments and resources</li><li>• reflect on learning to propose actions about how sustainability can be achieved.</li></ul>	
<b>Unit 1 Assessment</b>	<b>Unit 2 Assessment</b>	
<p><b>Collection of work (written)</b></p> <p>The purpose of this assessment is to make judgments about students' responses to a series of focused tasks within a specified context, and based on the process of geographical inquiry and skills. The focus of the collection of work is geographical data and information that identifies spatial distributions and patterns and draws conclusions about the environmental and demographic characteristics of countries from the continents of Africa and South America in relation to Australia. Examples may include:</p> <ul style="list-style-type: none"><li>• written explanations</li><li>• records of research data or data collected on a field trip</li><li>• diagrammatic representations of information such as flowcharts or plans</li><li>• data representations including graphs and tables</li><li>• labelled maps using cartographic conventions</li><li>• interpretations of spatial distributions and patterns in graphs, tables or maps</li><li>• reports of short practical activities</li><li>• responses using digital or geospatial technologies</li></ul>	<p><b>Research (multimodal/spoken)</b></p> <p>The purpose of this assessment is to make judgments about students' abilities to research, collect, represent, analyse and draw conclusions about geographical sources. Students gather information about the different views regarding the sustainable use of resources and environments, including those of Aboriginal Peoples and Torres Strait Islander Peoples. Students apply this understanding to develop a plan for appropriate action to improve environmental quality in a selected place.</p>	
<p><b>Sources:</b> Australian Curriculum v5.2: Geography for Foundation–10, <a href="http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10/">www.australiancurriculum.edu.au/Geography/Curriculum/F-10/</a>; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Year 4 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/yr4-geography-assessment.html">http://www.qsa.qld.edu.au/yr4-geography-assessment.html</a> <b>Karly Hefferan, 2014</b></p>		