

Focus: Factors that shape the human and environmental characteristics of places		Geography Unit Overview (Draft) <small>(Updated: February 2014)</small>			Year 5	
Inquiry Questions				Key Concepts		
<ul style="list-style-type: none"><li>How do people and environments influence one another?</li><li>How do people influence the human characteristics of places and the management of spaces within them?</li><li>How can the impact of bushfires or floods on people and places be reduced?</li></ul>				In <b>Years 3-6</b> the F to 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 Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents		The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places	The influence of the environment on the human characteristics of a place	The influence people have on the human characteristics of places and the management of spaces within them	The impact of bushfires or floods on environments and communities, and how people can respond	
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 and plan an inquiry</li></ul>	<ul style="list-style-type: none"><li>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports</li><li>Evaluate sources for their usefulness, and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams</li><li>Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate</li></ul>		<ul style="list-style-type: none"><li>Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions</li></ul>	<ul style="list-style-type: none"><li>Present findings and ideas in a range of communication forms, for example, written, oral, digital, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>	
Achievement Standard						
<p>By the end of Year 5, students <b>explain</b> the characteristics of places in different locations at the national scale. They <b>describe</b> the interconnections between people, places and environments and <b>identify</b> the effect of these interconnections on the characteristics of places and environments. They <b>describe</b> the location of selected countries in relative terms and <b>identify</b> spatial distributions and simple patterns in the features of places and environments. They <b>identify</b> alternative views on how to respond to a geographical challenge and propose a response.</p> <p>Students <b>develop</b> geographical questions to <b>investigate</b> and collect and record information from a range of sources to answer these questions. They <b>represent</b> data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to <b>identify</b> spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a 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 nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. <a href="#">(ACHHK094)</a></li><li>Locate information related to inquiry questions in a range of sources <a href="#">(ACHHS102)</a></li><li>Compare information from a range of sources <a href="#">(ACHHS103)</a></li><li>Use a range of communication forms (oral, graphic, written) and digital technologies <a href="#">(ACHHS106)</a></li></ul> <p><b>English</b></p> <ul style="list-style-type: none"><li>Use a range of software including word processing programs with fluency to construct, edit and publish written <u>text</u>, and select, edit and place visual, print and audio elements <a href="#">(ACELY1707)</a></li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>Construct and use a range of representations, including <u>tables</u> and <u>graphs</u>, to represent and describe observations, <u>patterns</u> or <u>relationships</u> in <u>data</u> using <u>digital technologies</u> as appropriate <a href="#">(ACSYS090)</a></li><li>Compare <u>data</u> with predictions and use as <u>evidence</u> in developing explanations <a href="#">(ACSYS218)</a></li></ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>Use a grid reference system to describe locations. Describe routes using landmarks and directional language <a href="#">(ACMMG113)</a></li><li>Construct displays, including column graphs, dot plots and tables, appropriate for <u>data</u> type, with and without the use of digital technologies <a href="#">(ACMSP119)</a></li><li>Describe and interpret different <u>data</u> sets in context <a href="#">(ACMSP120)</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 5 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/yr5-geography-assessment.html">3http://www.qsa.qld.edu.au/yr5-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: Investigating the interconnections between people and environments</b>	<b>Unit 2: Investigating the impact of natural hazards</b>	
<p><b>The inquiry questions for this unit are:</b> <b>How do people and environments influence one another?</b> <b>How do people influence the human characteristics of places and the management of spaces within them?</b></p> <p>The focus of the unit is on developing students' understanding of how human decisions influence the way spaces within places are organised and managed. The scale is global with a study of the environmental characteristics and management of spaces within countries from both Europe and North America in relation to Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• identify the influence of people, including Aboriginal peoples and Torres Strait Islander peoples, on the environmental characteristics of Australian places</li><li>• identify the influence of environment on settlements in Australia and countries of North America and Europe</li><li>• represent the relative location and environmental characteristics of selected countries of Europe and North America on large-scale and small-scale maps</li><li>• collect record and represent relevant geographical data and information about climate and population distributions of inland and coastal Australia</li><li>• investigate how landforms, such as river valleys, influence the development of settlements in Australia and selected regions of the world</li><li>• explore how the use of space within local places is organised through zoning and planning decisions using case studies</li><li>• interpret geographical data and information to identify distributions, patterns and trends, and infer relationships to draw conclusions using spatial technologies where appropriate</li><li>• present findings and ideas and reflect on learning about the management of spaces in selected countries from North America and Europe in relation to Australia.</li></ul>	<p><b>The inquiry questions for this unit are:</b> <b>How do people and environments influence one another?</b> <b>How can the impact of bushfires or floods on people and places be reduced?</b></p> <p>The focus of the unit is on developing students' understanding of the impact of bushfires or floods on environments and settlements, and how the principles of prevention, mitigation and preparedness reduces the effects of natural hazards. The scale of study is global with the use of case studies from Australia and selected countries.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• develop geographical questions to plan an inquiry about the impact of bushfires or floods on people and places</li><li>• collect, record and represent relevant geographical data and information from sources about the location, frequency and severity of bushfires or flooding in Australia and a selected country or world region</li><li>• represent the locations of bushfires or flooding in Australia and a selected country or world region on large-scale and small-scale maps</li><li>• evaluate the usefulness of collected data and represent data and information</li><li>• investigate management of spaces within places affected by bushfires or floods and identify the principles of prevention, mitigation and preparedness as ways to minimise the effects of bushfires or flooding</li><li>• interpret geographical data and information and infer relationships to draw conclusions to identify distributions, patterns and trends about bushfires or flooding using spatial technologies where appropriate</li><li>• present findings and ideas and reflect on learning to propose actions about the management of spaces within places.</li></ul>	
<b>Unit 1 Assessment</b>	<b>Unit 2 Assessment</b>	
<p><b>Collection of work: Assignment (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.</p> <p>The focus of the collection of work is geographical data and information that identifies spatial distributions, patterns and trends, and infers relationships to draw conclusions about the interconnections between human and environmental features of places including countries in Europe and North America.</p> <p>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 diagrammatic representations of information such as flowcharts or plans</li><li>• data representations including graphs and tables</li><li>• labelled maps using cartographic convention</li><li>• interpretations of spatial distributions and patterns in graphs, tables or maps</li><li>• short practical activities responses using digital or spatial 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.</p> <p>Students gather information about the effects of a selected natural hazard on settlements and environments, using a case study from a selected country in relation to Australia.</p> <p>Students present their findings about how the principles of prevention, mitigation and preparedness reduce the effects of natural hazards in relation to the future.</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 5 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/yr5-geography-assessment.html">3http://www.qsa.qld.edu.au/yr5-geography-assessment.html</a> <b>Karly Hefferan, 2014</b>		