

Focus: Water in the world		Geography Unit Overview (Draft) <small>(Updated: February 2014)</small>			Year 7
Inquiry Questions			Key Concepts		
<ul style="list-style-type: none">How do people's reliance on places and environments influence their perception of them?What effect does the uneven distribution of resources and services have on the lives of people?What approaches can be used to improve the availability of resources and access to services?			In Years 7–10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales , from local to global, and in a range of locations.		
Geographical Knowledge & Understanding <i>(Content Descriptors)</i>					
The classification of environmental resources and the forms that water takes as a resource	The ways that flows of water connect places as it moves through the environment and the way this affects places	The quantity and variability of Australia's water resources compared with those in other continents	The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa	The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region	The causes, impacts and responses to an atmospheric or hydrological hazard
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">Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts	<ul style="list-style-type: none">Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sourcesEvaluate sources for their reliability and usefulness, and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologiesRepresent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate		<ul style="list-style-type: none">Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationshipsApply geographical concepts to draw conclusions based on the analysis of the data and information collected	<ul style="list-style-type: none">Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate	<ul style="list-style-type: none">Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal
Achievement Standard					
<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.</p>					
Aboriginal and Torres Strait Islander perspectives		Links to other Curriculum Areas			
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: <ul style="list-style-type: none">Aboriginal and Torres Strait Islander frameworks of knowing and ways of learningIndigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples liveAboriginal peoples' and Torres Strait Islander peoples' contributions to Australian society and cultures.		<p>History: Explore how places have changed. What are they like now? What has happened in the past and why? View old maps, photographs and articles to explore how different places have changed, what is similar, different, the same? Explore personal and local changes (Yr. F-2), national and global changes (Yr. 2-7).</p> <p>Literacy: Create newspaper articles or persuasive letters about a local, national or global issue, outlining the issues and possible changes. Write an empathetic account about living in a different place. Debate local issues to support listening skills and oral language development. Develop research skills using informational literacies, ICTs, fictional texts, newspapers and magazines. Use a common text or story book during guided reading to generate discussion, explore prior knowledge or to develop inquiry questions.</p> <p>Mathematics: Collect, record and analyse data from a local, national or global area. Consider how the data can be used as evidence to predict the future potential of an area. Use tracking, data and mapping websites to collect information on a national and global scale. Use ICTs to present findings and record student thinking. Create your own maps or redesign an area, explaining the location and position of key or iconic features. Use QR codes to create a trail of the local school area.</p> <p>Science: Investigate natural habitats and explore environmental factors which influence the liveability, growth and survival of living things. Explore changes in the Earth's surface and what and how changes have occurred over time as a result of natural processes and human activity.</p>			
<p>Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10/; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Year 7 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 http://www.qsa.qld.edu.au/yr7-geography-assessment.html Karly Hefferan, 2014</p>					

Focus: Place and liveability		Geography Unit Overview (Draft) <small>(Updated: February 2014)</small>			Year 7
Inquiry Questions			Key Concepts		
<ul style="list-style-type: none">How do people’s reliance on places and environments influence their perception of them?What effect does the uneven distribution of resources and services have on the lives of people?What approaches can be used to improve the availability of resources and access to services?			In Years 7–10, students further develop their understanding of place , space , environment , interconnection , sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales , from local to global, and in a range of locations.		
Geographical Knowledge & Understanding <i>(Content Descriptors)</i>					
The factors that influence the decisions people make about where to live and their perceptions of the liveability of places		The influence of accessibility to services and facilities on the liveability of places	The influence of environmental quality on the liveability of places	The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places	The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe
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">Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts	<ul style="list-style-type: none">Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sourcesEvaluate sources for their reliability and usefulness, and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologiesRepresent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate		<ul style="list-style-type: none">Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationshipsApply geographical concepts to draw conclusions based on the analysis of the data and information collected	<ul style="list-style-type: none">Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate	<ul style="list-style-type: none">Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal
Achievement Standard					
<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.</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">Aboriginal and Torres Strait Islander frameworks of knowing and ways of learningIndigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples liveAboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.			<p>History: Explore how places have changed. What are they like now? What has happened in the past and why? View old maps, photographs and articles to explore how different places have changed, what is similar, different, the same? Explore personal and local changes (Yr. F-2), national and global changes (Yr. 2-7).</p> <p>Literacy: Create newspaper articles or persuasive letters about a local, national or global issue, outlining the issues and possible changes. Write an empathetic account about living in a different place. Debate local issues to support listening skills and oral language development. Develop research skills using informational literacies, ICTs, fictional texts, newspapers and magazines. Use a common text or story book during guided reading to generate discussion, explore prior knowledge or to develop inquiry questions.</p> <p>Mathematics: Collect, record and analyse data from a local, national or global area. Consider how the data can be used as evidence to predict the future potential of an area. Use tracking, data and mapping websites to collect information on a national and global scale. Use ICTs to present findings and record student thinking. Create your own maps or redesign an area, explaining the location and position of key or iconic features. Use QR codes to create a trail of the local school area.</p> <p>Science: Investigate natural habitats and explore environmental factors which influence the liveability, growth and survival of living things. Explore changes in the Earth’s surface and what and how changes have occurred over time as a result of natural processes and human activity.</p>		
<p>Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Year 7 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 http://www.qsa.qld.edu.au/yr7-geography-assessment.html Karly Hefferan, 2014</p>					

Focus: Water in the world/ Place and liveability	Geography Unit Overview (Draft) (Updated: February 2014)	Year 7
Geographical Fieldwork		
Fieldwork opportunities are provided in both units. Geographic contexts include: A local catchment study; A local area site that has responded to an atmospheric or hydrological hazard such as a cyclone, storm or flood; The local area and aspects of liveability across a number of communities. Possible data collection techniques include: observing, field sketching, taking photographs for labelling and annotation, measuring stream discharge and velocity, measuring channel width and depth, drawing a stream cross-section, testing water quality, using surveys and questionnaires, completing environmental quality and perception sheets, constructing maps, using GPS positioning, using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities.		
Unit 1: Water in the world	Unit 2: Place and liveability	
<p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none">• How does people's reliance on water influence their perception of different environments?• What effect does the uneven distribution of water resources have on the lives of people?• What approaches can be used to improve the availability of water resources? <p>The focus of the unit is on developing student understanding of water as a renewable environmental resource that connects places as it moves through the environment and of its varying availability in time and across space, its scarcity and hazard potential. Studies of water are drawn from Australia, countries of the Asian region, and countries from West Asia and/or North Africa. Students will:</p> <ul style="list-style-type: none">• classify environmental resources and the forms that water takes as a resource, such as groundwater and surface water• develop geographically significant questions using appropriate concepts that relate to an area of focus• investigate the economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal peoples and Torres Strait Islander peoples and peoples of the Asian region• represent the locations of these various water resources on maps• explain the movement of water through the environment and how it connects places• collect and record relevant data and information from geographic sources about an atmospheric or hydrological hazard• represent the spatial distribution of water resources for the selected area using graphs, maps, tables, annotated diagrams and photographs• evaluate the usefulness of collected data and information to explain the causes, impacts and responses to an atmospheric and/or hydrological hazard• use geographical tools to represent data in different forms, such as maps, tables and graphs• interpret data to examine the quantity and variability of water resources in Australia and other world regions• analyse data to identify and explain spatial patterns, trends and relationships• infer relationships to draw conclusions about the spatial distributions of water resources, patterns and trends in Australia and other world regions• present findings and ideas about atmospheric and/or hydrological hazards in texts using geographical terms and concepts and digital and spatial technologies where appropriate• reflect on learning to propose action in response to an identified water resources challenge• describe the expected effects of this proposal on different groups of people.	<p>The inquiry questions for this unit are: How does people's reliance on places influence their perception of them? What effect does the uneven distribution of services and facilities have on the lives of people? What approaches can be used to improve the availability of and access to services?</p> <p>The focus of the unit is on developing student understanding of liveability and how it can be improved through planning. Students investigate liveability using studies drawn from Australia and Europe.</p> <p>Students will:</p> <ul style="list-style-type: none">• compare perceptions and measures of liveability and the factors that influence the decisions people make about where to live• evaluate the usefulness of collected data• represent the spatial distributions of services and facilities by constructing maps and graphs that conform to geographic conventions• analyse data and information using qualitative and quantitative methods to• explore the influence of environmental quality on the liveability of different places• investigate the influence of social connectedness, community identity and perceptions of crime and safety on liveability, using qualitative and quantitative methods• research methods implemented in Australia and Europe to improve the liveability of different places and evaluate the applicability to the local place• present findings, arguments and ideas in a range of communication forms using geographical terminology and digital technologies where appropriate• reflect on learning to develop a specific proposal to improve an aspect of liveability and contribute to environmental sustainability• describe the expected effects of their proposal on different groups of people.	
Unit 1 Assessment	Unit 2 Assessment	
<p>Research: Multimodal, written report or website</p> <p>The purpose of this assessment is to make judgments about students' abilities to research, collect, represent, analyse and draw conclusions about the nature of water scarcity and ways of overcoming it, drawing on studies from West Asia or North Africa. Students will:</p> <ul style="list-style-type: none">• develop geographical questions and research (collect appropriate information) a case study of water resources distribution• interpret and analyse a range of data to:<ul style="list-style-type: none">-represent the location of water resources on maps for a selected West Asian or North African country-represent water resource data and information in different forms, e.g. graphs, tables and annotated diagrams-identify and explain spatial distributions, patterns and trends and infer relationships about water resources and human use-explain the causes and impact of water scarcity-reflect on their findings to propose a response to a water resource challenge based on its effects on different groups of people-communicate their findings, using ICT and/or spatial technology if appropriate. <p>Students can use a choice of presentation formats supported by geographic data, such as maps, diagrams, photographs, tables and graphs.</p>	<p>Supervised assessment: Short responses to geographical data</p> <p>The purpose of this assessment is to make judgments about students' abilities to recall information and interpret and analyse geographical data (such as maps, diagrams, photographs, tables of statistics and graphs) and infer relationships to draw conclusions. Students will:</p> <ul style="list-style-type: none">• recall facts and definitions that relate to the liveability of a place• represent geographical information on maps, i.e. locate and label features on a map• construct graphs from data provided about a feature of liveability, e.g. a bar graph to show crime rates• identify and explain patterns from maps and graphs through short answers• write a paragraph to explain how these patterns influence the liveability of a community• draw conclusions to write a paragraph about the liveability of a community. <p>The student response required will vary in length from short answers to paragraphs, and students will be required to interpret and analyse seen and/or unseen geographical sources.</p>	
<p>Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Year 7 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 http://www.qsa.qld.edu.au/yr7-geography-assessment.html Karly Hefferan, 2014</p>		