

*....Educating Global Citizens*

**Craigslea**  
State High School

**Social Sciences  
and Languages**

**Geography**

**Year 8**



An Independent Public School

Year Level Plan	Year 8	Geography	Social Sciences and Languages		
		Term 1	Term 2		
		Unit 1	Unit 2		
		<p><b>Landforms and landscapes</b></p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> <li>How do environmental processes affect the characteristics of landscapes and their distinctive landform features?</li> <li>How do the interconnections between people and environments affect the value, degradation or protection of landscapes?</li> <li>What are the consequences of changes to landscapes as a result of geomorphic hazards and how can these changes be managed?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>use geographical tools to identify and describe examples of different types of landscapes and landforms (e.g. coastal, riverine, mountain and karst) from Australia and throughout the world.</li> <li>use geographical tools to identify some iconic landscapes in Australia and the world</li> <li>explore the aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal peoples and Torres Strait Islander peoples</li> <li>develop geographically significant questions and plan an inquiry to investigate the geomorphic processes that produce landforms, including a case study of at least one landform</li> <li>collect and record relevant data and information about the landform, using ethical protocols</li> <li>evaluate sources for their reliability and usefulness and represent data in appropriate forms, e.g. topographic maps, photographs, field sketches, annotated diagrams and cross-sections</li> <li>explain the spatial distribution of the landform by interpreting topographic maps at different scales</li> <li>investigate the human causes and effects of landscape degradation and ways of protecting significant landscapes</li> <li>investigate the causes, impacts and responses to a geomorphological hazard, such as volcanic eruptions, earthquakes, tsunamis, landslides and avalanches, using case studies from the Asia region</li> <li>reflect on their learning to propose individual and collective action in response to a landscape challenge and predict outcomes for their proposal</li> <li>present findings, arguments and ideas in a range of communication forms, using geographical terminology and digital technologies where appropriate</li> </ul>	<p><b>Changing Nations</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>How do human processes, such as urbanisation and migration, affect the characteristics of places?</li> <li>How do the interconnections between places and people (e.g. through production, consumption, transport and technology) affect the lives of people?</li> <li>What are the consequences of changes to places from urbanisation and migration and how can these changes be managed?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>develop geographically significant questions about urbanisation in an Asian country</li> <li>examine the causes and consequences of urbanisation, drawing on a study from Indonesia or another country in the Asian region</li> <li>represent data in appropriate forms, (e.g. compound column graphs, population pyramids annotated diagrams and population maps) at different scales, using cartographic conventions</li> <li>use geographical tools to compare the distributions, patterns and trends in urban concentration in Australia and the United States of America</li> <li>identify reasons for, and effects of, internal migration in Australia, including the population mobility of Aboriginal peoples and Torres Strait Islander peoples, compared with the reasons for, and effects of, internal migration in China.</li> <li>identify and explain the reasons for, and effects of, international migration to Australia</li> <li>explain the spatial distribution of urban centres and population using digital and spatial technologies where appropriate</li> <li>infer relationships to draw conclusions</li> <li>present findings, arguments and ideas in a range of communication forms, using geographical terminology and digital technologies where appropriate</li> <li>investigate ways of managing and planning Australia's cities and regional urban centres using case studies, and predict their consequences</li> </ul>		
<b>Assessment Tasks</b>					
<p><b>Assessment Task 1</b></p> <p><i>Supervised Assessment: Short Response Exam</i></p> <p>The purpose of this type of assessment is to assess student responses that are produced independently, under supervision and in a set time frame. Students interpret, analyse and form conclusions about data and information, and respond to questions using representations, short answers and paragraph responses.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe geographical processes that influence the characteristics of places and how places are perceived and valued differently</li> <li>propose simple explanations for spatial distributions and patterns among phenomena</li> <li>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</li> <li>analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions</li> <li>present arguments using relevant geographical terminology</li> </ul> <p>Students demonstrate in a 65 minute + 5 minute perusal short response exam an understanding of geographical processes that influence the characteristics of places and explain interconnections within environments. All sources provided within exam.</p>		<p><b>Assessment Task 2</b></p> <p><i>Supervised Assessment: Response to Stimulus Exam</i></p> <p>The purpose of this type of assessment is to assess student responses that are produced independently, under supervision and in a set time frame. Students interpret, analyse and form conclusions about data and information, and respond to questions using paragraph responses.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>construct graphs representing demographic data</li> <li>create a choropleth map illustrating a spatial distribution</li> <li>analyse data and other information using qualitative and quantitative methods to identify and explain patterns, trends and infer relationships</li> <li>draw conclusions about the urbanisation of a place</li> <li>use geographical terminology appropriately</li> </ul> <p>In 2 x 60-minute sessions, students demonstrate an understanding of the geographical processes affecting the characteristics of places, how they are perceived and valued by people, and what management practices are necessary for these places, through analysing stimulus materials and completing a decision-making matrix; and writing paragraph responses that includes background, alternate strategies, and conclusion in a 200-300 word response. All sources provided within exam.</p>		<p><b>Assessment Task 3</b></p> <p><i>Research Report (Collection of work)</i></p> <p>The purpose of this technique is to assess student responses to a series of focused tasks relating to a single cohesive investigative context. Students follow an inquiry approach that aligns with the geographical inquiry and skills strand and communicate their findings, using written or non-written text-types specific to the study of geography.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain interconnections between people, places and environments and describe how they change places and environments</li> <li>describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors</li> <li>identify geographically significant questions to frame an inquiry</li> <li>locate relevant information from primary and secondary sources to answer inquiry questions</li> <li>present findings using relevant geographical terminology and graphic representations in a range of communication forms</li> <li>propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal</li> </ul> <p>Students assess the factors influencing how migration within and into Australia has changed urban communities and how urban developments can be managed sustainably, and present in a 500-600 word Research Report (Collection of work).</p>	
<b>Achievement Standard - Elements Assessed</b>					
<p><b>By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments.</b> They propose explanations for spatial distributions and patterns among phenomena and identify associations between distributions patterns. They compare 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 from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.</p>		<p><b>By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments.</b> They propose explanations for spatial distributions and patterns among phenomena and identify associations between distributions patterns. They compare 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 from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.</p>		<p><b>By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distributions patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.</b></p> <p>Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.</p>	

Geographical Knowledge and Understanding	Units	
	1	2
<b>Geographical Knowledge and Understanding</b>		
<b>Landforms and Landscapes</b>		
The different types of landscapes and their distinctive landform features (ACHGK048)	✓	
The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)	✓	
The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)	✓	
The human causes and effects of landscape degradation (ACHGK051)	✓	
The ways of protecting significant landscapes (ACHGK052)	✓	
The causes, impacts and responses to a geomorphological hazard (ACHGK053)	✓	
<b>Changing Nations</b>		
The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)		✓
The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)		✓
The reasons for and effects of internal migration in Australia (ACHGK056)		✓
The reasons for and effects of internal migration in China (ACHGK057)		✓
The reasons for and effects of international migration in Australia (ACHGK058)		✓
The management and planning of Australia's urban future (ACHGK059)		✓

Geographical Knowledge and Understanding	Units	
	1	2
<b>Concepts for Geographical Understanding</b>		
<b>Place</b>		
Places are parts of the earth's surface and can be described by location, shape, boundaries, environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality. <i>In Years 7-10, students extend their focus beyond their own communities to a wider exploration of the world. They explore how the interaction between geographical processes changes the characteristics of places over time.</i>	✓	✓
<b>Space</b>		
Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales. <i>In Years 7-10, students investigate the spatial distributions, patterns, trends and relationships among phenomena over time. For example, students can investigate population patterns over time to determine how urban planning organises the space within cities or regions.</i>	✓	✓
<b>Environment</b>		
Environment is the living and non-living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth's surface, for example, planted forests, croplands, buildings and roads. <i>In Year 7-10, units have an applied focus on the significance of the environment and how different views of places and environments influence decisions about their management.</i>	✓	✓
<b>Interconnection</b>		
Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples' holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection. <i>In Years 7-10, students investigate how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments.</i>	✓	✓
<b>Sustainability</b>		
Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing. <i>In Years 7-10, sustainability is a continuing theme and is progressively developed to become the major focus in Year 10.</i>	✓	✓
<b>Scale</b>		
Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue. <i>In Years 7-10, students continue to develop geographical knowledge of the world through the investigation of selective studies of world regions and specific countries. By Year 10, students explore the interaction between geographical processes on a range of scales</i>	✓	✓
<b>Change</b>		
Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift. <i>Students apply human-environment systems thinking to understand the causes and consequences of environmental change and geographical concepts and methods to evaluate and select strategies to manage the change.</i>		✓

Geographical Inquiry and Skills	Units	
	1	2
<b>Geographical Inquiry and Skills</b>		
<b>Observing, Questioning and Planning</b>		
Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)		✓
<b>Collecting, Recording, Evaluating and Representing</b>		
Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)		✓
Evaluate 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 technologies (ACHGS057)	✓	✓
Represent 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 (ACHGS058)	✓	
<b>Interpreting, Analysing and Concluding</b>		
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 relationships (ACHGS059)	✓	✓
Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060)	✓	✓
<b>Communicating</b>		
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 (ACHGS061)	✓	✓
<b>Reflecting and Responding</b>		
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 (ACHGS062)	✓	✓