

....*Educating Global Citizens*

Craigslea
State High School


Social Sciences
and Languages

Geography

Year 9



An Independent Public School

Year Level Plan		Year 9	Geography	Social Sciences and Languages		
Term 1/3			Term 2/4			
Unit 1			Unit 2			
<p>Biomes and food security</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> What are the causes and consequences of change in places and environments and how can this change be managed? What are the future implications of changes to environments? Why are interconnections and interdependencies important for the future of environments? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at the national and global scales, including the geographical context of Australia to investigate the role of biotic environment and its role in food and fibre production discuss unit inquiry questions and useful sources select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the world, and alteration and significance as a source of food and fibre select and record relevant geographical information from a range of appropriate secondary sources to examine the environmental challenges and constraints on expanding food production in the future represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and predict outcomes apply geographical concepts to synthesise information from various sources to determine environmental challenges draw conclusions based on the analysis of data information taking into account alternative points of view on constraints on expanding food production in the future present information using geographical terms 			<p>Geographies of Interconnections</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> What are the causes and consequences of change in places and how can this change be managed? What are the future implications of changes to places? Why are interconnections and interdependencies important for the future of places? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies of world regions including the geographical contexts of Australia and Asia to investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways develop geographically significant questions and plan an inquiry for a geographical challenge that follows geographical methods and applies geographical concepts collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources to identify the connections between people, places and environments represent the spatial distribution of interconnections between people and places and the products they buy by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate apply geographical concepts to synthesise information from various sources to identify the effects of global production on people and places draw conclusions based on the analysis of data information taking into account alternative points of view on the ways transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally present information using geographical terminology in appropriate forms, selected for their effectiveness and suitability for audience and purpose reflect on and evaluate findings of the inquiry to propose individual and collective action in response to a geographical challenge, taking account of environmental, economic and social considerations, and predict the outcomes and consequences of that action 			
Assessment Tasks						
<p>Assessment Task 1</p> <p><i>Supervised Assessment: Short Response Exam</i></p> <p>The purpose of this 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"> explain how geographical processes change the characteristics of places predict changes in the characteristics of places over time and identify the possible implications of change for the future present explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms <p>Students demonstrate in a 60 minute + 10 minute perusal short response exam an understanding of the characteristics, locations and distributions of biomes, consequences of human impacts and draw conclusions about future outcomes. All sources provided within exam.</p>		<p>Assessment Task 2</p> <p><i>Supervised Assessment: Response to Stimulus Exam</i></p> <p>The purpose of this 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"> propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes synthesise data and information to draw reasoned conclusions construct graphs representing demographic data create a choropleth map illustrating a spatial distribution analyse data and other information using qualitative and quantitative methods to identify and explain patterns, trends and infer relationships draw conclusions about the urbanisation of a place use geographical terminology appropriately <p>In 3 x 60 minute sessions, students synthesise data and information to evaluate alternative strategies for ensuring the long-term sustainability of Australia's major 'food bowl' the Murray–Darling Basin, draw reasoned conclusions and explain the predicted outcomes and consequences in a 600-700 word response</p>		<p>Assessment Task 3</p> <p><i>Collection of Work (Research Report)</i></p> <p>The purpose of this technique is to assess students' abilities to observe, collect, record, and represent geographical data and findings to respond to inquiry questions. 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"> analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments predict changes in the characteristics of places over time and identify the possible implications of change for the future analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response use initial research to identify geographically significant questions to frame an inquiry evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data record multivariable data synthesise data and information to draw reasoned conclusions represent data in a range of appropriate digital and non-digital forms present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms propose action in response to a geographical challenge taking account of environmental, economic and social factors and predict the outcomes and consequences of their proposal <p>Students complete a geographical inquiry into the interconnections between the people, places and environments involved in the production, consumption and trade of a multinational consumer product, and assess the changes to places as a result of these interconnections, using social, economic and environmental criteria, and determine how such changes can be, and present in a 600-700 word research report.</p>		
Achievement Standard - Elements Assessed						
<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</p>		<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</p>		<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</p>		

Geographical Knowledge and Understanding	Units	
	1	2
Geographical Knowledge and Understanding		
Biomes and Food Security		
Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)	✓	
Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)	✓	
Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)	✓	
Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)	✓	
Capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)	✓	
Geographies of Interconnections		
Perceptions people have of place, and how these influence their connections to different places (ACHGK065)		✓
The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)		✓
The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)		✓
The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-east Asia (ACHGK068)		✓
The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)		✓
The management and planning of Australia's urban future (ACHGK059)		✓

Geographical Knowledge and Understanding	Units	
	1	2
Concepts for Geographical Understanding		
Place		
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. 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.	✓	✓
Space		
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. 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.	✓	✓
Environment		
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. 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.	✓	✓
Interconnection		
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. 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.	✓	✓
Sustainability		
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>		✓
Scale		
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. 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	✓	✓
Change		
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>In Years 7-10, 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
Geographical Inquiry and Skills		
Observing, Questioning and Planning		
Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)		✓
Collecting, Recording, Evaluating and Representing		
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)	✓	
Interpreting, Analysing and Concluding		
Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)	✓	✓
Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking in to account alternative points of view (ACHGS068)	✓	✓
Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069)		✓
Communicating		
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)		✓
Reflecting and Responding		
Reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)		✓