

COLLINSVILLE STATE HIGH SCHOOL

Geography Plan 2022



YEAR 7 GEOGRAPHY UNIT OUTLINE
(17 weeks – Term 1 Week 1 – Term 2, Week 7)

UNIT 1 – Water in the world

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

Inquiry questions:

- 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 this unit, students:

- draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region and North Africa
- discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus
- classify environmental resources and recognise how use of resources changes over time
- make observations and select and record geographical information from secondary sources on the forms water takes and how it is used
- select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them
- represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources
- represent the location of places affected by water scarcity and distribution of rainfall in large-scale and small-scale maps that conform to cartographic conventions
- interpret distributions, patterns, trends and relationships in the quantity and variability of Australia's water resources and water scarcity and compare with other countries
- evaluate sources for their reliability and usefulness in explaining how people value water in environmental, cultural, spiritual and aesthetic ways, including Aboriginal peoples and Torres Islander peoples and people in Asia
- apply geographical concepts to draw conclusions based on the analysis of the data and information collected to explain the causes, impacts and responses to hydrological hazards

Fieldwork Opportunities

Contexts include: a local catchment study or a local area site that has responded to an atmospheric or hydrological hazard such as a cyclone, storm or flood.

Possible Data Collection Techniques: observing, field sketching, taking photographs for labelling and annotation, measuring stream discharge and velocity, measuring channel width and depth, drawing a stream cross section, water quality testing.

UNIT 2 – Place and liveability

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Inquiry questions:

- 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 this unit, students:

- draw on studies of world region, including the geographical contexts of Australia and Europe
- discuss unit inquiry questions and geographical methodologies
- make observations and develop geographically significant questions in response to a geographical challenge, for example, investigating the level of services in a community
- examine measures of liveability and consider perceptions on the liveability of places at national scale
- collect, select and record relevant geographical data and information from primary and secondary sources to determine the influence of environmental quality and accessibility to services on the liveability of places
- select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness and community identity on the liveability of places
- evaluate sources for their reliability and usefulness
- interpret geographical information to draw conclusions about which factors affect liveability of places
- present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe
- propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria
- describe the expected effects of their proposal
- reflect on the inquiry process and their learning

Fieldwork Opportunities

Contexts include: an aspect of liveability across a number of communities

Possible Data Collection Techniques: observing, field sketching, taking photographs for labelling and annotation, surveys and questionnaires, environmental quality and perception sheets, constructing maps, GPS positioning, using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities

Unit 1 Assessment	Unit 2 Assessment
<p>Supervised Examination</p> <p><i>Combination Response Exam</i></p> <p>The assessment task will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> • explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently • represent data and the location and distribution of geographical phenomena. • interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships and draw conclusions • compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors • analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions • present arguments using relevant geographical terminology. 	<p>Research Task</p> <p><i>Multimodal Presentation</i></p> <p>In this task, students will complete a geographic inquiry and a research (multimodal) presentation framed by the following question:</p> <p style="text-align: center;">What strategy can be used to improve liveability in Collinsville?</p> <p>This will involve students:</p> <ul style="list-style-type: none"> • assessing liveability in a local area • explaining how liveability in a local area can be improved • developing a strategy through observation and research that improves the liveability in a local area • making and justifying a decision about which strategy would best improve liveability.

YEAR 8 GEOGRAPHY UNIT OUTLINE
(17 weeks – Term 3, Week 3 – Term 4, Week 9)

UNIT 1: Landforms and landscapes

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. *Landforms and landscapes* develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Inquiry questions:

- How do environmental and human processes affect the characteristics of places and environments?
- What are the consequences of changes to places and environments and how can these changes be managed?
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In this unit, students:

- use studies of world regions for the geographical contexts of Australia, Asia and throughout the world
- discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus
- select, record and organise relevant geographical data and information from primary and secondary sources to identify different types of landforms, the geomorphic processes that shape individual landforms, and hazards associated with landscapes
- select and record relevant geographical data and information from primary and secondary sources to identify the meaning placed on landforms and landscapes by diverse cultures, the human causes and effects of landscape degradation and the ways of protecting significant landforms
- evaluate sources for their reliability and usefulness
- represent data in a range of appropriate forms
- represent the spatial distribution of different types of landforms and their distinctive features by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate
- analyse geographical data and other information using qualitative and quantitative methods and digital and spatial technologies as appropriate to identify how environmental and human processes affect the characteristics of places and environments
- apply geographical concepts to draw conclusions about the management of landscapes
- present arguments and ideas using geographical terminology in a range of appropriate communication forms

Fieldwork Opportunities

Contexts include:

- a predominantly natural landscape in the local area e.g. semi-arid, mountain
- a natural landscape that is protected, e.g. a national park
- a landscape in the local area that has been altered by human activity e.g. mine, dam local area site that has responded to a geomorphological hazard such as a bushfire or flood
- a local urban community project that has planned for environmental sustainability and/or liveability

Possible data collection techniques: observing, field sketching, taking photographs for labelling and annotation, surveys and questionnaires, environmental quality and perception sheets, land use maps, GPS positioning, using protocols when consulting with Aboriginal communities

UNIT 2 – Changing nations

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

Inquiry questions:

- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?
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In this unit, students:

- use studies drawn from national scale in the geographical contexts of Australia, China and United States of America (USA)
- discuss unit inquiry questions and geographical methodologies
- develop geographical questions to guide an inquiry on a geographical challenge, such as, changes to the distributions of populations within a country
- collect, select, record and organise relevant geographical data and information from primary and secondary sources to identify causes and consequences of urbanisation, drawing on a study of Indonesia or another country in Asia
- collect, select and record relevant geographical data and information from primary and secondary sources to identify causes, consequences and differences in the urban concentration and urban settlement patterns in Australia and the USA
- evaluate sources for their reliability and usefulness
- analyse population data and information for indicators of economics and social change using qualitative and quantitative methods to determine reasons for and effects of internal migration drawing on studies of China and Australia, and international migration in Australia
- apply geographical concepts to draw conclusions on management and planning of Australia's urban future
- present information using geographical terms and media

propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal

Unit 1 Assessment	Unit 2 Assessment
<p>Supervised Assessment</p> <p><i>Stimulus Response Exam</i></p> <p>Students will demonstrate knowledge and understanding of patterns of continuity and change in the systems of crime and punishment from ancient times to the medieval period, and how significant groups were influenced by beliefs and values of society during the time of the Crusades. They analyse and interpret sources and write short answer and paragraph responses.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • recognise and explain patterns of change and continuity over time • identify the motives and actions of people at the time • explain the significance of groups and how they were influenced by the beliefs and values of their society • analyse, select and organise information from primary and secondary sources and use as evidence to answer questions • identify origin and purpose when interpreting sources • interpret sources to distinguish between fact and opinion. develop descriptions and explanations that incorporate analysis, historical terms and concepts and evidence identified in sources. 	<p>Research Task</p> <p><i>Inquiry and Multimodal Presentation</i></p> <p>Students will demonstrate knowledge and understanding of the causes and effects of the Spanish conquest of the Americas and the motives and actions of people at the time; identify and explain different points of view in sources, different interpretations of the past and develop descriptions and explanations.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain the causes and effects of events and developments • identify the motives and actions of people at the time • describe different interpretations of the past • sequence events and developments within a chronological framework with reference to periods of time • analyse, select and organise information from primary and secondary sources and use it as evidence to answer questions • identify and explain different points of view in sources • develop texts, descriptions and explanations that incorporate analysis, historical terms and concepts and evidence identified in sources

YEAR 9 GEOGRAPHY UNIT OUTLINE
(17 weeks – Term 3, Week 3 – Term 4, Week 9)

UNIT 1: Biomes and food security

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Inquiry question/s:

- 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 places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

In this unit, students:

- 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

Fieldwork Opportunities

Contexts include:

- a biome in the local area that has undergone significant human alteration such as vegetation clearance, drainage, terracing or irrigation for the purposes of food or fibre production e.g. land clearing for beef cattle production or cotton farming
 - *Possible data collection techniques:* observing, field sketching, taking photographs for labelling and annotation, surveys and questionnaires, environmental quality and perception sheets, soil profiles, soil pH testing, water quality testing, vegetation transects and quadrant sampling, GPS positioning, using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities.

UNIT 2 – Geographies of interconnections

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Inquiry questions:

- 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 places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

In this unit, students:

- 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

Fieldwork Opportunities

Contexts include:

- a farm that is implementing land restoration or a biodynamic farm
- a particular service or product outlet e.g. soft drink factory, clothing manufacturer or retail outlet, or a tourist location/resort or recreation venue

Possible data collection techniques: observing, field sketching, taking photographs for labelling and annotation, surveys and questionnaires, environmental quality and perception sheets, soil profiles, soil pH testing, water

	quality testing, vegetation transects and quadrant sampling, GPS positioning, using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities.
Unit 1 Assessment	Unit 2 Assessment
<p>Supervised Assessment</p> <p><i>Short Response</i></p> <p>Students will explain patterns of change and continuity and the motives and actions of people, during the development of the Australian nation between 1750 and 1918.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time • explain the motives and actions of people at the time • examine sources to compare different points of view • evaluate sources to analyse origin and purpose, and draw conclusions about their usefulness • sequence events and developments within a chronological framework, and refer to periods of time and their duration • develop texts, particularly explanations, incorporating historical interpretations • use historical terms and concepts and evidence identified in sources. 	<p>Research Task</p> <p><i>Inquiry and Multimodal Presentation</i></p> <p>Students will analyse, select and organise information from a range of sources to develop a discussion, incorporating historical interpretation about the significance of the Anzac Legend and Anzac Day.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain the significance of events and developments over the short and long term • explain different interpretations of the past • interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer an inquiry question • examine sources to compare different points of view • develop own interpretation of the past • develop text, particularly a discussion, incorporating historical interpretations • organise and present conclusions using historical terms and concepts • identify evidence in sources and reference these sources.

YEAR 10 GEOGRAPHY UNIT OUTLINE (14 weeks – Term 3, Week 1 – Term 4, Week 4)

UNIT 1: Geographies of human well-being

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Key inquiry questions:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

In this unit, students:

- draw on studies at a range of scales, including the geographical contexts in Australia Africa and a country in the Asia region
- discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus
- select, record and organise relevant geographical data and information, from a range of appropriate sources to identify causes of global differences in the measures of human well-being between countries
- evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to predict outcomes about changes
- represent multi-variable data in a range of appropriate forms, for example, spatial differences in well-being within and between countries in arrange of appropriate forms
- represent the spatial distribution of geographical phenomena 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 explore programs designed to reduce the gap between differences in well-being within and between countries
- draw conclusions based on the analysis of data information taking into account alternative points of view on differences in well-being within and between countries, and evaluate programs designed to reduce the gap between differences in well-being within and between countries
- present arguments and explanations using geographical terms

UNIT 2 – Environmental change and management

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges, including those of Aboriginal and Torres Strait Islander Peoples. Students investigate a specific type of environment and environmental change in both Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change

Key inquiry questions:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

In this unit, students:

- draw on studies at a range of scales, including the geographical contexts of Australia and one other country
- develop geographically significant questions and plan an inquiry for a for a selected environment and the challenges it faces that follows geographical methods and applies geographical concepts
- select and record relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources to investigate how environmental functions support life and the major challenges to sustainability
- apply geographical concepts to synthesise information from various sources to identify environmental worldviews that influence how people perceive and respond to an environmental issue, including those of Aboriginal peoples and Torres Strait Islander peoples
- collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of primary and secondary sources for selected environment evaluate sources for their reliability, bias and usefulness
- evaluate sources for their reliability, bias, usefulness and taking into account alternative points of view
- present findings in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate
- reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal

Fieldwork Opportunities

Contexts include: a selected environment in the local area, for example, coastal environment

Possible data collection techniques: observing, field sketching, taking photographs for labelling and annotation, measuring longshore drift, constructing beach profiles, vegetation transects undertaking questionnaires, constructing a land use map, GPS positioning, and using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities

Unit 1 Assessment	Unit 2 Assessment
<p>Supervised Assessment</p> <p><i>Short Response</i></p> <p>Students will analyse and interpret sources about the Kokoda military campaign and select and use information from these sources as evidence to support conclusions about the Japanese retreat / withdrawal during the Kokoda campaign.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain the context for people's actions in the past • explain different interpretations of the past and recognise the evidence used to support these interpretations • analyse sources to identify motivations, values and attitudes • when evaluating sources, analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context • develop and justify own interpretations about the past • develop texts, particularly discussions, incorporating historical argument • organise and present these historical arguments using historical terms and concepts and evidence identified in sources. 	<p>Research Task</p> <p><i>Inquiry and Multimodal Presentation</i></p> <p>Students will analyse, select and organise information from a range of sources to develop a historical argument, about the significance of the 1992 Mabo case High Court decision.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain the significance of events and developments from a range of perspectives • refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time • process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence • develop and justify an interpretation about the past • analyse and evaluate sources to identify motivations, values and attitudes • develop a discussion, incorporating historical argument • use historical terms and concepts, evidence identified in sources and reference these sources.

Whole school assessment plan: 7–10 overview

YEAR 7 GEOGRAPHY ASSESSMENT	
UNIT 1: Water in the World	UNIT 2 – Place and Liveability
Supervised Examination <i>Combination Response Exam</i> Length: 70 minutes.(undertaken in one uninterrupted session)	Research Task <i>Multimodal Presentation</i> Length: 3 weeks notice of task
YEAR 8 GEOGRAPHY ASSESSMENT	
UNIT 1: Landforms and landscapes	Unit 3: Changing nations
Supervised Examination <i>Combination Response Exam</i> Length: 2 x 70 minutes.(undertaken in one uninterrupted session)	Research Task <i>Multimodal Presentation</i> Length: 3 weeks notice of task
YEAR 9 GEOGRAPHY ASSESSMENT	
UNIT 1: Biomes and food security	UNIT 2 – Geographies of interconnections
Supervised Examination <i>Short Response Exam</i> Length: 70 minutes.(undertaken in one uninterrupted session)	Research Task <i>Multimodal Presentation</i> Length: 3 weeks notice of task
YEAR 10 GEOGRAPHY ASSESSMENT	
UNIT 1: Geographies of human well-being	UNIT 2 – Environmental change and management
Supervised Assessment <i>Stimulus Response Exam</i> Length: 70 minutes.(undertaken in one uninterrupted session)	Research Task <i>Multimodal Presentation</i> Length: 3 weeks notice of task