

Geography: Place & Liveability

Learning Area(s)	Geography	Year(s)	6, 7
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Description
AC Geography : Year 6 A diverse and connected world takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia's connections with other countries and events in places throughout the world, and think about their own and other peoples knowledge of other countries and places. Students mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places. AC Geography : Year 7 There are two units of study in the Year 7 curriculum for Geography: Water in the world and 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
Unit Focus
Students will explore features of a range of countries and the factors that influence where and how people live. Students will investigate the inquiry question: 'How liveable is Australia?' Students will compare life in another country and will choose from Europe, North America, Asia and Europe. Throughout the inquiry students will be collecting a variety of data and information, recording and representing data with the focus of maps, tables, charts and graphs.

Stage 1: Desired Results

Transfer of knowledge
- Manipulate and use data to make informed decisions in everyday life - Use problem solving and reasoning in order to make decisions in regards to geographical location - Make knowledgeable decisions regarding where and how they live

Understandings	Key Inquiry Questions (Geography Curriculum)
- There are a range of different factors that influence the liveability of places (population, environment, resources, climate etc.) - We use a range of different maps (physical and technology based) in order to locate different places in the world - We use specific language in order to direct and locate people, places and things using maps and globes	- How do people influence the human characteristics of places and the management of spaces within them? - How do places, people and cultures differ across the world? - What are Australia's connections between people and places? - How do people connections to places affect their perception of them?

Australia is one of the 7 continents of the world.	
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Knowledge	Skills
- Key cartographic terms: border, sources, scale, legend, title, north point - How to locate the major countries of the Asia region, Europe and North America - The location and continent of their chosen countries. Students will know the different factors that influence liveability in both Australia and their chosen country - The 7 continent names and locations: Australia, Europe, North America, South America, Africa and Antarctica.	- Using maps and globes to locate different places and landmarks in Australia and their chosen country (Asia, Europe, North America) - Collecting and recording a range of different information and data (primary and secondary sources) - Representing location features of places by creating both small-scale and large-scale maps. - Communicating findings and ideas in a variety of different forms using geographical terminology and digital technologies

Curriculum Goals
AC Geography : Year 6 : ACHGS045 Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate AC Geography : Year 6 : ACHGK031 The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region AC Geography: Year 6 : ACHGK035 The various connections Australia has with other countries and how these connections change people and places AC Geography: Year 6 : ACHGK032 Differences in the economic, demographic and social characteristics between countries across the world AC Geography : Year 6 : ACHGS043 Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate AC Geography : Year 7 : ACHGS048 Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources AC Geography : Year 7 : ACHGS053 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 AC Geography: Year 7 : ACHGK045 The influence of environmental quality on the liveability of places. AC Geography : Year 7 : ACHGK043 The factors that influence the decisions people make about where to live and their perceptions of the liveability of places Other Goals ACARA Cross Curriculum Priorities OI.2 Country/Place : Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia. OI.1 Country/Place : Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples. OI.1 Asia and its diversity : The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions. OI.2 Systems : All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing GC58 consider what it might be like to walk in another persons shoes GC54 perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)

Stage 2: Assessment evidence

Task	Task description	Criteria
1	Gaming Maps Students will create their own gaming map to present to Activision at a gaming expo. Students are to create their own world and use mapping skills effectively to demonstrate their idea. Students need to choose a genre and game type then create their map (i.e. fantasy, medieval, future, war, adventure etc.)	- Uses a border, scale, legend, title and north point - Creates and maps out key geographical landmarks and places - Ability to locate places on their own map - Creativity skills

2	Country inquiry Students will undertake an inquiry study on 'What factors influence the liveability in Australia and another country.' *students to choose the country. Students will create a range of information, data, charts and maps. Once the inquiry study is finished students present their findings to the class in a medium of their choice (website, Prezi, PowerPoint etc.)	▪ Compares the liveability of Australia with chosen country ▪ Discusses and compares a range of factors: Climate, population, government, environment, resources etc. ▪ Represents data and location of countries using maps, charts, tables and images ▪ Identifies Australia's connections to other countries ▪ Presents the findings using technology to the class
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Stage 3: Lesson Sequence

Lesson	Description
Lesson 1	Australia 1. <u>Brainstorm</u>: Students brainstorm the different things they know about Australia (A-Z chart) 2. <u>Australian Passport</u>: Discuss what we need a passport for? Who has one? -Create own passport using Passport template 3. <u>KWL chart about Geography</u>- countries and place 4. 'Why is Australia a good place to live' –brainstorm and share (prior knowledge)
Lesson 2	Places we have visited 1. <u>Discussion</u>- what places do we know of? Countries? 2. <u>Country quiz</u>- as a class we will complete a short quiz and reflect what we know. 3. <u>World Map</u>: Students will be given a world map and asked to annotate in groups as much as they know- countries- continents- states, capital cities etc. -We will then have a look at an interactive world map as a class briefly. -Students will then identify the different places that they have been (world map/ Australian map). Share these in a circle sharing. -Create a Google map and drop pin all the places that we have been. Technologies Lesson idea: Whole class create data from this lesson- how frequently we have visited these places, what transport we use, why we visit. Students will then create a range of tables and charts.
Lesson 3	Connections to places in the world 1. <u>Look at the text: Mirror- Jeanie Baker</u> 2. <u>Brainstorm</u> (2 column table) Life in Morocco/ Australia -Class discussion- how are the places similar? 3. <u>Locate Morocco</u> on world map/ globes- use directional language 4. <u>Class response</u>: What would it be like to live in Morocco? (Liveability in Morocco compared to Australia)
Lesson 4	Mapping skills 1. <u>A look at maps</u>: country maps/ fairy-tale fictional maps

	-Discuss: what elements do maps have and what do countries need? (Capital cities, states etc.) -Mapping skills: border, scale, title, North point etc. 2. <u>Demonstration of mapping skills</u>: to class -Create class country on board -work in groups to create smaller sections of the map 3. <u>Discuss</u>: Next lesson we will be creating gaming maps.
Lesson 5 & 6	Gaming Maps 1. Mapping skills: border, scale, title, North point etc. 2. Students will have lessons to complete the first assessment task: ▪ Gaming Maps: Students will create their own gaming map to present to Activision at a gaming expo. Students are to create their own world and use mapping skills effectively to demonstrate their idea. Students need to choose a genre and game type then create their map (i.e. fantasy, medieval, future, war, adventure etc.)
Lesson 7	Country Mapping • <u>Reflection</u>: on countries and locations- what do we know now? • <u>Comparison maps</u>: Students will then select a country and will create comparison maps (Europe, North America, Asia). They will create a map of Australia and the selected country and include all key information- border, scale, north point, landmarks, states, capital cities etc. http://overlapmaps.com/ *This will be used for student inquiry project. Under the completed maps students will write a paragraph: What is Australia like compared to chosen country. Focus on country size.
Lesson 8	Indigenous people- world views 1. <u>Aboriginal maps</u>: Students will look at maps showing Australia divided into many Aboriginal and Torres Strait Islander places. Comparing to the states and territories of today. What do we know? 2. <u>Indigenous activities</u>: Students will then look at various indigenous groups of the world (group activity) students will create a mini informational poster on the indigenous group to share to the group. 3. Students will share various indigenous places and people from around the world (postcard activity) Art activity idea: Indigenous map art activity- symbols art
Lesson 9	People & environment 1. <u>Geoguessr</u>- exploring world environments- students need to guess where in the world the image is from. 2. <u>Discuss</u>- what do we notice about environments? How have humans impacted the environment? Is it positive/negative? What would life be like in these places? 3. <u>Reading</u>: As a class we will complete a reading on Australian environments and human impact. Students will then have time to research types of animals, plants and human impact upon environment on chosen country. 4. Share findings

Lessons 10	Liveability 1. <u>Liveability</u>: What factors make a place liveable? Why do we choose to live in certain places? What influences our decisions? 2. <u>Geoguessr</u>/ Postcards- would we live here? Why/ why not? What would people do in this environment? 3. <u>Discuss</u> climate and population for Australia- what do we know- looking at statistics, maps and charts 4. <u>Research</u>: Students have time to research climate, population (along with other significant chosen factors from brainstormed list) regarding their chosen country.
Lesson 11, 12, 13	Inquiry research • Students have time to do their inquiry research Country inquiry: Students will undertake an inquiry study on 'What factors influence the liveability in Australia and another country.' *students to choose the country. Students will create a range of information, data, charts and maps. Once the inquiry study is finished students present their findings to the class in a medium of their choice (website, Prezi, PowerPoint etc.)
Presentations	Presentation Students will present their inquiry to the class. Possibly done over multiple lessons.

Websites/ Resources

Resource Description	Website
Google Maps	https://maps.google.com/
Gaming maps	https://www.google.com.au/search?q=gaming+maps&tbm=isch&tbo=u&source=univ&sa=X&ei=kSFXU-sI9e78gWp5QE&ved=0CDgQ7Ak&biw=768&bih=448
Geoguessr	http://geoguessr.com/
Google Earth	http://www.google.com/earth/
Population statistics	https://www.google.com.au/?gfe_rd=cr&ei=vyFXU7foH8qjiAfev4GwAw
WWF	http://wwf.panda.org/
Health & Wealth of nations	http://www.gapminder.org/
Bureau of statistics	http://www.abs.gov.au/
World biomes	http://www.blueplanetbiomes.org/world_biomes.htm
Aboriginal maps	http://www.abc.net.au/indigenous/map/
Indigenous people of the world	http://australia.gov.au/about-australia/australian-story/indigenous-peoples-of-the-world
Liveability of countries	http://www.infoplease.com/ipa/A0778562.html

Overlay Maps	http://overlapmaps.com/
Map fights	https://mapfight.appspot.com/