Year 7 unit overview — Australian Curriculum: Geography

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v5.0: Geography for Foundation–10*, [www.australiancurriculum.edu.au/Geography/Curriculum/F-10](http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10).

| Unit no. | Unit title | Duration of unit |
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| 1 | Water in the world | 25 hours |

| Unit outline |
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| *The* Year 7 curriculum extends students’ knowledge beyond their own communities as they work with more abstract concepts, consider increasingly complex ideas, and debate alternative answers and interpretations.  *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](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment), its varying availability in time and across [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space), and its scarcity. *Water in the world* develops students’ understanding of the concept of [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment), including the ideas that the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) is the product of a variety of processes, that it supports and enriches human and other life, that people value the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) in different ways and that the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) has its specific [hazards](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Hazards). Water is investigated using studies drawn from Australia, countries of the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region), and countries from West Asia and/or North Africa.  Students’ geographical knowledge and mental map of the world continue to be extended through the investigation of selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, or countries in the Asia region, or areas of the world, which are contextually appropriate. Students undertake studies at the full range of scales, from local to global, and in a range of locations.  Fieldwork opportunities exist in this unit. Geographical contexts includes a 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 include: observing, field sketching, taking photographs, surveys and questionnaires, environmental quality and perception sheets and GPS positioning.  There is a focus in this unit on the use of geographical inquiry and skills. The students will:   * develop geographically significant questions and plan an inquiry that uses geographical methodology and concepts * collect, select, record relevant geographical data and information from primary and secondary sources * evaluate sources for their reliability and usefulness * represent data in a range of appropriate forms such as compound column graphs, tables and annotated diagrams using spatial technology where appropriate * represent the spatial distribution of geographical phenomena by constructing maps using spatial technology where appropriate * analyse geographical data and draw conclusions to identify spatial distributions, patterns and trend and infer relationships * present findings and ideas using geographical terminology and digital and spatial technologies where appropriate   The inquiry questions for the unit are:   * 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 people? * What approaches can be used to improve the availability of resources and access to services? |

| Identify curriculum | | | | | | | | |
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| Content descriptions to be taught | | | | | | General capabilities  and cross‑curriculum priorities | | |
| Geographical Knowledge and Understanding | | | Geographical Inquiry and Skills | | |
| * The classification of [environmental resources](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environmental%20resources) and the forms that water takes as a resource [(ACHGK037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK037) * The ways that flows of water connect places as it moves through the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) and the way this affects places [(ACHGK038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Curriculum/ContentDescription/ACHGK038) * The quantity and variability of Australia’s water resources compared with those in other continents [(ACHGK039)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Curriculum/ContentDescription/ACHGK039) * The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa [(ACHGK040)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/Curriculum/ContentDescription/ACHGK040) * The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region) [(ACHGK041)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK041) * The causes, impacts and responses to an atmospheric or hydrological hazard [(ACHGK042)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK042) | | | Observing, questioning and planning   * Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts [(ACHGS047)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS047)   Collecting, recording, evaluating and representing   * Collect, select and record relevant geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, using [ethical protocols](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Ethical%20protocols), from appropriate primary and [secondary sources](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Secondary%20sources) [(ACHGS048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS048) * Evaluate sources for their reliability and usefulness and represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) in a range of appropriate forms, for example, [climate](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Climate) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) [(ACHGS049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS049) * Represent the [spatial distribution](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20distribution) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate [(ACHGS050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS050)   Interpreting, analysing and concluding   * Analyse geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and other information using qualitative and [quantitative methods](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Quantitative%20methods), and digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Trends) and infer relationships [(ACHGS051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS051) | | | The application of the general capabilities and cross-curriculum priorities in this include may include:  Description: Description: gc_literacy Literacy   * Present an oral report, supported by graphical representations, about future water security.   Description: Description: gc_numeracy Numeracy   * Describe the spatial trends in data about the quantity and variability of Australia’s water resources.   Description: Description: gc_ict **ICT capability**   * Use spatial technology to create a map to show the spatial distribution of a selected hydrological hazard in Australia   Description: Description: gc_critical Critical and creative thinking   * Predict the expected outcomes of proposals to respond to the challenge of water scarcity   Description: Description: gc_personal_social **Personal and social capability**   * Develop a personal plan to respond to the issue of future water security   Description: Description: gc_ethical Ethical understanding   * Identify bias in sources about the use of water resources   Description: Description: gc_intercultural Intercultural understanding   * Explore the cultural value of waterways that have been listed as either World Heritage sites or national parks. | | |
|  | | | * Apply geographical concepts to draw conclusions based on the analysis of the [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information collected [(ACHGS052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS052)   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](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACHGS053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS053)   Reflecting and responding   * 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 [(ACHGS054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS054) | | | Aboriginal and Torres Strait Islander histories and cultures   * Investigate the spiritual value of waterways for Aboriginal people and Torre Strait Islander people   Description: Description: cc_asia Asia and Australia’s engagement with Asia   * Investigate water scarcity in West Asia in relation to Australia   Description: Description: cc_sust Sustainability   * Explore sustainable management of water resources to respond the challenge of water scarcity. | | |
| Geographical understandings | | | | | | | | |
| **The unit provides opportunities for students to develop geographical understandings that are particularly focused on the following concepts.** | | | | | | | | |
| ☒ Place | ☒ Space | ☒ Environment | | ☒ Scale | ☒ Interconnection | | ☒ Sustainability | ☒ Change |
| Explanations of the geographical concepts with examples are provided in the QSA year level plans at  [www.qsa.qld.edu.au/yr7-geography-resources.html](http://www.qsa.qld.edu.au/yr7-geography-resources.html) > Curriculum > Planning templates and exemplars > Year level plans and in the Appendix. | | | | | | | | |
| Achievement standard | | | | | | | | |
| By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.  Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal. | | | | | | | | |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland SOSE Essential Learnings by the end of Year 7  Knowledge and understanding  Place and Space   * Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences * Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed * Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.   Ways of working  Students are able to:   * plan investigations using inquiry models * collect and analyse information and evidence from primary and secondary sources * evaluate sources of information and evidence for relevance, reliability, origins and perspective * draw conclusions and make decisions based on information and evidence by identifying patterns and connections * communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts * respond to investigation findings and conclusions by planning and implementing actions | Year 8 Australian Curriculum: Geography  Geographical Knowledge and Understanding  Landforms and landscapes   * The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples [(ACHGK049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK049) * The causes, impacts and responses to a geomorphological hazard [(ACHGK053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK053)   Geographical Inquiry and Skills  Observing, questioning and planning   * Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts [(ACHGS055)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS055)   Collecting, recording, evaluating and representing   * Collect, select and record relevant geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, using [ethical protocols](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Ethical%20protocols), from appropriate primary and [secondary sources](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Secondary%20sources) [(ACHGS056)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS056) * Evaluate sources for their reliability and usefulness and represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) in a range of appropriate forms, for example, [climate](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Climate) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) [(ACHGS057)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS057) * Represent the [spatial distribution](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20distribution) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate [(ACHGS058)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS058)   Interpreting, analysing and concluding   * Analyse geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and other information using qualitative and [quantitative methods](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Quantitative%20methods), and digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Trends) and infer relationships [(ACHGS059)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS059) * Apply geographical concepts to draw conclusions based on the analysis of the [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information collected [(ACHGS060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS060) |
|  | 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS061)   Reflecting and responding   * 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS062) |
| Bridging content | |
| The SOSE Essential Learnings by the end of Year 7 do not explicitly examine the forms that water takes as a resource, the quantity and variability of water resources globally and the economic, cultural, spiritual and aesthetic values of water. There is a specific focus on using ethical protocols to collect and record information. The SOSE Essential Learnings by the end of Year 7 require students to collect, analyse and evaluate information from sources. | |
| Links to other learning areas | |
| Australian Curriculum: Geography is a subject of the Humanities and Social Sciences and has connections to Australian Curriculum: History, Civics and Citizenship, and Economics and Business. There is the possibility of linking concepts and content in the unit that may be taught in other curriculum areas when implementing the Australian Curriculum: Geography. | |

| Assessment | Make judgments |
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| Describe the assessment | Teachers gather evidence to make judgments about the following characteristics of student work:  Understanding   * Describe geographical processes that influence the characteristics of places and how places are perceived and valued differently * Explain interconnections between people, places and environments * Propose simple explanations for spatial distributions and patterns   Skills   * Identify geographically significant questions to frame an inquiry * Locate relevant information from primary and secondary sources * Represent present data and the location and distribution of geographical phenomena in a range of different graphic forms * Analyse geographical data to propose explanations for spatial patterns * Draw reasoned conclusions   The valued features of the standard elaborations targeted in this assessment:   * Geographical knowledge and understanding * Questioning and researching * Interpreting and analysing * Communicating   For further advice and guidelines on constructing task-specific standards, refer to the standards elaborations: [www.qsa.qld.edu.au/26025.html](http://www.qsa.qld.edu.au/26025.html) > select the Year level > choose the Resources tab > Standards elaborations. |
| Students are given opportunities to demonstrate their knowledge, skills and understanding across a range of assessments. This assessment is collected in student folios and allows for ongoing feedback to students on their learning.  The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences, the teacher can provide feedback on specific skills.  Research: Multimodal, written report or website  The purpose of this assessment is to make judgements about students’ abilities to research, collect, represent, analyse and draw conclusions about the nature of water scarcity and ways of overcoming it, drawing on studies from West Asia or North Africa.  Students:   * develop geographical significant questions * collect and record relevant geographical data and information * evaluate sources for their reliability and usefulness * represent the location of water resources on maps for the selected study from West Asia or North Africa * represent water resource data and information in tables and climate graphs and annotated diagrams * identify and explain spatial distributions, patterns and trends and infer relationships about water resources and human use * explain the causes and impacts of water scarcity * reflect on their findings to propose a response to water scarcity based on its effects on different groups of people in the selected study from West Asia or North Africa * present findings using geographical terminology and supported by graphical representations, digital and/or spatial technology if appropriate.   Suggested conditions:   * open * 3–5 minutes * up to 400 words   Refer to *Australian Curriculum: Geography — Assessment categories, techniques and conditions:* [www.qsa.qld.edu.au/downloads/p\_10/ac\_geography\_assess\_advice.pdf](http://www.qsa.qld.edu.au/downloads/p_10/ac_geography_assess_advice.pdf) |

| Teaching and learning | | |
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| Teaching strategies and learning experiences | Supportive learning environment[[1]](#footnote-1) | Resources |
| Students:   * create a KWL chart about water as a resource and its availability * classify resources into renewable, non-renewable and continuous resources and provide examples * complete a jigsaw activity — envelopes with pictures of renewable and non‑renewable resources for students to classify * create online-flashcards with water facts. See *10 Places to Make and Find Flashcards Online,* [www.freetech4teachers.com/2009/07/10-places-to-make-and-find-flashcards.html](http://www.freetech4teachers.com/2009/07/10-places-to-make-and-find-flashcards.html) * explain the hydrological cycle, create an annotated diagram making clear that the movement of water through the environment connects places * explore different sources of water for different purposes such as groundwater, soil moisture, green water, surface water in dams, rivers and lakes, blue water, water vapour, ice, and a potential resource when it exists as salt water * use Google Earth to create a flyover of a local river from source to mouth. Annotate the map showing the environmental, economic, and social effects of the water as it connects places * undertake a local catchment study using data collection techniques such as drawing a stream cross section, field sketching, recording observations of land use and management, testing water quality, measuring water velocity, turbidity and discharge using experts in the field as support * create an annotated flow chart illustrating where their water comes from (catchment to tap) * examine supplementary and alternative water supplies, e.g. water tanks and trickle feed * as an alternative to fieldwork, investigate the local water supply — source/treatment/transportation of supply etc. visit SEQ Virtual fieldwork: [www.seqwater.com.au/public/virtual-tours/](http://www.seqwater.com.au/public/virtual-tours/) | Adjustments for needs of learners | Students would benefit from access to:   * spatial technologies such as Google Earth, weather maps, hydrological maps, choropleth maps, topographic maps, computer mapping software * primary sources materials collected by the students, for example, field notes from observations, measurements, water quality tests, stream cross sections, environmental quality survey responses or responses from a survey.   Useful texts   * Geography Teachers Association of Victoria, *Water for life: Investigating water as a global issue*, 2012, Commonwealth of Australia * Geography Teachers Association of Victoria, *Water, water,* everywhere, 2006 Curriculum Corporation, Melbourne * Australian Geography Teachers Association*,* 2010 *Keys to* Geography*: Essential skills and tools*, Macmillan, South Yarra |
| * explain weather patterns for locations with high and low rainfall by analysing weather maps * investigate the causes of rainfall and rainfall patterns by analysing rainfall data for local, national and international locations * interpret the spatial distribution of rainfall in Australia and compare with the distribution of rainfall in other countries (choropleth maps) * collect rainfall data from Australia and construct tables and graphs to represent the data * collect and evaluate weather maps and climate graphs * compare the rainfall data with another country. Construct tables and graphs to represent the data and show similarities or differences * undertake a case study that: * explains the physical causes and patterns of floods in Queensland * shows causes, impacts and responses to this hydrological hazard * Interview a farmer/elder to investigate the history of a selected water landscape * discusses the environmental, social and economic impacts of floods on people and places * describes the community response to the flood * examine the shared and competing uses of water and variability of supply over time and place, e.g. domestic use versus agriculture use of the Murray Darling River. Explore the Nile water wars of the twenty-first century: * <http://news.bbc.co.uk/2/hi/africa/454926.stm> * [www.ecomena.org/egypt-water/](http://www.ecomena.org/egypt-water/) * examine Australia’s economic, agricultural connection to water. Students can explore the production of rice in Australia and compare it with production in Asia using website: [www.aboutrice.com/facts/fact04.html](http://www.aboutrice.com/facts/fact04.html) * compare the economies and communities based on irrigation in Australia and countries in the Asia region, e.g. rice production in Leeton in NSW and the Mekong Delta in Vietnam or Java in Indonesia |  | Useful websites   * Geogspace, Australian Geography Teachers of Australia, Exemplars for Year 7 Geography, [www.geogspace.edu.au/](http://www.geogspace.edu.au/) * Designer Joseph Bergen, Water footprint website [www.josephbergen.com/viz/water/](http://www.josephbergen.com/viz/water/) * National Geographic — Water usage calculator [www.waterfootprint.org](http://www.waterfootprint.org) * Infographics [www.easel.ly](http://www.easel.ly) * The Water Project [www.thewaterproject.org](http://www.thewaterproject.org), * Seqwater — virtual tours [www.watersecure.com.au](http://www.watersecure.com.au/) * ABC, Queensland floods [www.abc.net.au/news/specials/qld-floods/](http://www.abc.net.au/news/specials/qld-floods/) |
| * examine the economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal peoples and Torres Strait Islander peoples, and peoples of the Asia region. Resources recommended include: * ABC, Kakadu Podcast [www.abc.net.au/local/stories/2010/03/16/2847217.htm](http://www.abc.net.au/local/stories/2010/03/16/2847217.htm) * explore the Aboriginal history of the Murray River <http://artistwd.com/joyzine/australia/dreaming/murray.php> * examine ways of overcoming water scarcity including studies from Australia and West Asian and/or North Africa * investigate the causes of scarcity, e.g. an absolute shortage water (physical), inadequate development of water resources (economic) or the ways water is used sustainably. Discuss the advantages and disadvantages of strategies to overcome water scarcity, e.g. recycling (grey water), stormwater harvesting and reuse, desalination, inter-regional transfer of water, transfer and trade in virtual water, and reducing water consumption. Use case studies to evaluate the different strategies. |  | * National Geographic TV, Australia’s Great Flood <http://natgeotv.com.au/tv/australias-great-flood/>  Worksheet <http://natgeotv.com.au/tv/australias-great-flood/australias-great-flood-education-worksheet.aspx> * Indigenous resource: The Origin of Water [www.didjshop.com/stories/bluetongue.html](http://www.didjshop.com/stories/bluetongue.html) * Water is Life — Native American perspective on water [www.youtube.com/watch?v=keRf2\_Dc0No&feature=youtu.be](http://www.youtube.com/watch?v=keRf2_Dc0No&feature=youtu.be) * World Bank, Sustainability <http://digitalmedia.worldbank.org/slideshow/?slideshow_id=210> * National museum of Australia, Australia’s water story [www.nma.gov.au/exhibitions/water/australias\_water\_story](http://www.nma.gov.au/exhibitions/water/australias_water_story)  Teacher resources for the above link with Indigenous perspectives embedded into resources [www.nma.gov.au/exhibitions/water/education\_resource](http://www.nma.gov.au/exhibitions/water/education_resource) * ABC Science  Catchment management [www.catchmentdetox.net.au](http://www.catchmentdetox.net.au/) |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.  Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |

**Appendix**

***Concepts for developing geographical understandings in Years 7–10***

| **Concept** | **Description** |
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| Place | Places are parts of the Earth’s surface and can be described by location, shape, boundaries, features and 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. Students explain how geographical processes influence the characteristics of places and how places are perceived and valued differently. |
| Space | Spaces are defined by the location of environmental and human features, geographical phenomena and 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 geographical phenomena over time. For example, students can investigate population patterns over time to determine how urban planning organises the spaces within cities or regions. |
| Environment | The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration.  In Years 7–10, students 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/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. |
| Change | Change involves any alteration to the natural or cultural environment and can involve both time and space. The concept of change is about explaining geographical phenomena by investigating how they developed over time. Environmental change can occur over both short and long time frames, and have interrelationships with human activities. An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve more sustainable futures.  In Years 7–10, students apply human–environment systems thinking to understand the causes and consequences of environmental change and the geographical concepts and methods used to evaluate and select strategies to manage the change. |
| 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.  In Years 7–10, students begin to focus on sustainability, which is a continuing theme and is progressively developed to become the major focus in Year 10. |
| Scale | Scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to local, regional, national, world regional 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 explore the interaction between geographical processes at the full range of scales, from local to global, and in a range of locations. |

1. Part 6 of the Disability Standards for Education (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning. The Disability Standards for Education 2005 (Cwlth) is available from:   
   [www.ag.gov.au](http://www.ag.gov.au/) > select Human rights and anti-discrimination > Disability standards for education. [↑](#footnote-ref-1)