

Year 5 Geography Unit 2018

Factors That Shape Places

Term:	Three and Four	Duration:	20 weeks	Grade:	Five	Year:	2018
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UNIT OVERVIEW	OUTCOMES
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Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.



GE3-1:
Describe the diverse features and characteristics of places and environments

GE3-2:
Explains interactions and connections between people, places and environments

GE3-3:
Compares and contrasts influences on the management of places and environments

GE3-4:
Acquires, processes and communicates geographical information using geographical tools for inquiry

GEOGRAPHICAL CONCEPTS	GEOGRAPHICAL INQUIRY SKILLS	GEOGRAPHICAL TOOLS
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The following **geographical concepts** have been integrated into the unit:

Place: *the significance of places and what they are like*

Space: *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in*

Environment: *the significance of the environment in human life, and the important interrelationships between humans and the environment.*

Interconnection: *no object of geographical study can be viewed in isolation*

Sustainability: *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*

Change: *explaining geographical phenomena by investigating how they have developed over time*

The following **geographical inquiry skills** have been integrated into the unit:

Acquiring geographical information

- develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)
- collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041)

Processing geographical information

- evaluate sources for their usefulness (ACHGS035, ACHGS042)
- represent data in different forms, for example plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)
- represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043)
- interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044)

Communicating geographical information

- present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)
 - reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)

The following **geographical tools** have been integrated into the unit:

Maps – M

- large-scale maps, small-scale maps, political maps, topographic maps, flowline maps
- maps to identify location, spatial distributions and patterns

Graphs and statistics – GS

- pictographs, data tables, column graphs, line graphs
- multiple graphs on a geographical theme
- statistics to find patterns

Fieldwork – F

- observing, measuring, collecting and recording data, conducting surveys and interviews.

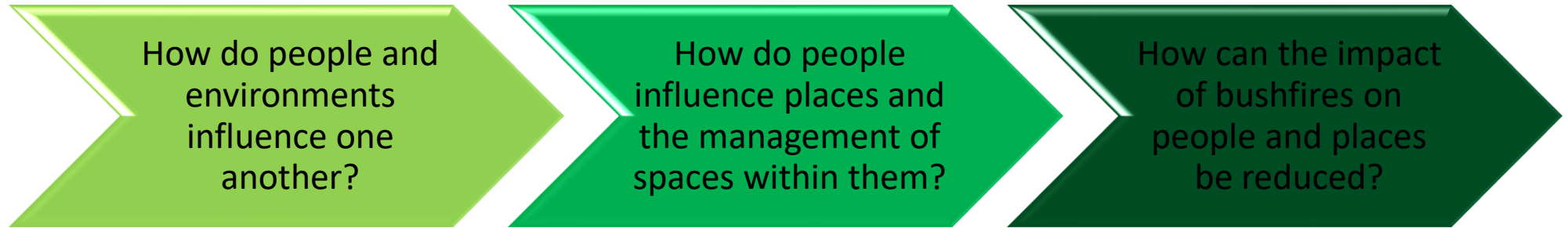
Spatial technologies – ST

- virtual maps, satellite images, global positioning systems (GPS)

Visual representations – VR

- photographs, illustrations, flow diagrams, multimedia, web tools

ESSENTIAL INQUIRY QUESTIONS



CONTENT

Factors that change environments	Environments shape places	Humans shape places	Bushfire Hazard
<p>Students:</p> <ul style="list-style-type: none"> ▪ investigate the ways people change the natural environment in Australia and another country, for example: <ul style="list-style-type: none"> ○ examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics e.g. land clearing 	<p>Students:</p> <ul style="list-style-type: none"> ▪ investigate how the natural environment influences people and places, for example: <ul style="list-style-type: none"> ○ discussion of how climate influences the distribution of where people live ○ comparison of how landforms influence where and how people live in Australia and another country 	<p>Students:</p> <ul style="list-style-type: none"> ▪ investigate how people influence places, for example: <ul style="list-style-type: none"> ○ description of who organises and manages places e.g. local and state governments ○ identification of ways people influence places and contribute to sustainability e.g. roads and services, building development applications, local sustainability initiatives ○ examination of a local planning issue; the different views about it and a possible action in response to it 	<p>Students:</p> <ul style="list-style-type: none"> ▪ investigate the impact of ONE contemporary bushfire hazard in Australia, for example: <ul style="list-style-type: none"> ○ identification of the location and extent of the disaster ○ description of the impact of the disaster on natural vegetation and the damage caused to communities ○ examination of how people can prevent and minimise the effects of a bushfire

TUNING IN TO THE INQUIRY

Tuning In (Baseline Data)		Reviewing Tuning In Data (What did the tuning in tasks reveal to us about students' interests and needs? What questions did they pose that can help drive learning?)
<ul style="list-style-type: none"> <input type="checkbox"/> How can we assess students' prior knowledge and experience in relation to this context? <input type="checkbox"/> How will we record this information for later assessment? <input type="checkbox"/> What can we do to PROVOKE interest/enthusiasm/curiosity/motivation? <input type="checkbox"/> How can we assist students to make "conceptual connections" and see relationships to and links with their own lives? 	<ul style="list-style-type: none"> <input type="checkbox"/> Examine a range of images depicting Australia's vastly different environments <input type="checkbox"/> Use the thinking routine See Think Wonder to explore and discuss Australia's natural environments <ul style="list-style-type: none"> <input type="checkbox"/> What do you see, observe or notice about each of these environments? <input type="checkbox"/> What does it make you think about Australia's natural environments? <input type="checkbox"/> What does it make you think about how we influence the environment and the environment influences us? <input type="checkbox"/> What do you wonder? <input type="checkbox"/> Watch <i>Land Beyond Time – Australia</i> (stop at 9:30) https://youtu.be/b9_Ie60pxe0 <input type="checkbox"/> Explore student thinking and wonderings. Categorise wonderings into the three key content areas. <input type="checkbox"/> Pairs or small groups choose a wondering and discuss ways they might be able to explore this question. <p>EXTRA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Australia the beautiful episode 1: desert & wetlands https://www.youtube.com/watch?v=EPKSDwXxWAY 	

CONTENT	LEARNING AND TEACHING: SHARED INQUIRY	EVALUATION	RESOURCES
<p>Environments Shape Places</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate how the natural environment influences people and places <p>Curriculum Links: →English</p>	<p>Key Inquiry Questions</p> <p><u>How do people and environments influence one another?</u></p> <p><u>How do people influence places and the management of spaces within them?</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the thinking routine Chalk Talk (non-silent) to have students unpack a variety of different environments in pairs, using words and/or illustrations. For example: deserts, coastal, rainforests, grasslands, mountains. Pairs need to examine: <ul style="list-style-type: none"> ○ What are the characteristics or main qualities of these environments? ○ What factors might change and/or influence these environments? ○ Are there any connections you can make? <input type="checkbox"/> Introduce geographical terms and add these to the mind map if not already there. <input type="checkbox"/> Examine maps and discuss <i>How Australia's climate affects its population distribution?</i> (Coastal for lifestyle, different regions for different agricultural needs) <input type="checkbox"/> Compare: Somersby Falls, Melbourne, Simpson Dessert, Great Barrier Reef. Provide students with a range of environments (e.g. coastal, Great Barrier Reef, bush, urban/metropolitan, deserts) and provide above scaffolded questions to discuss. <input type="checkbox"/> Research Task: Students research characteristics of dry, temperate and tropical climates (Aus. climate zones website/world biomes for more detail-extension). http://www.blueplanetbiomes.org/world_biomes.htm <input type="checkbox"/> Assessment: Give students a copy of Australia's climate map and population map (see maps folder). Students record in their books the answer to the Questions: <ul style="list-style-type: none"> ○ Is there a link between climate and population? ○ How does climate influence the distribution of where people live? <p>Answers focus on access to water, food, comfort, jobs. Students use google docs or slides to record and share their learning. Must include map showing climate and population in Australia. (GE3-1, GE3-2, GE3-4)</p> 		<ul style="list-style-type: none"> <input type="checkbox"/> Images of Australian environments <input type="checkbox"/> Maps <input type="checkbox"/> Climate map <input type="checkbox"/> Population map <input type="checkbox"/> Chromebooks

CONTENT	LEARNING AND TEACHING: SHARED INQUIRY	EVALUATION	RESOURCES
<p>Factors That Change Environments</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate the ways people change the natural environment in Australia and another country <p>Curriculum Links: →English</p>	<p>Key Inquiry Questions</p> <p><u>How do people and environments influence one another?</u></p> <p><u>How do people influence places and the management of spaces within them?</u></p> <p>How did Indigenous people impact the environment prior to settlement?</p> <ul style="list-style-type: none"> <input type="checkbox"/> View the traditional Indigenous story of 'Baiaemes Ngunnhu - the story of Brewarrina Fish Traps' (2nd Indigenous heritage listed site) - told by Aunty June Barker to support understanding. https://youtu.be/sq0fDD8nPuU <input type="checkbox"/> Watch 'Fishing' and discuss Bunda's solution for catching the fish and what effect this had on the environment. http://www.myplace.edu.au/teaching_activities/1878_-_before_time/beforetime01bunda/2/fishing_bt.html <input type="checkbox"/> Read Indigenous Changes to the Environment (Google Doc) → shared text?? <input type="checkbox"/> Discuss how Indigenous Australians utilised the land and how this affected the environment, e.g. fishing traps, fire-stick farming, agriculture and farming. Create a table to record 1-2 examples of Indigenous land use and how it affected the environment. Students think and record their opinion of the method. <input type="checkbox"/> Explore cultural and survival activities Indigenous people undertook and discuss the purpose these activities had in their lives. (Google Doc) Brainstorm the effect these activities might have had on the environment using a Think Pair Share <ul style="list-style-type: none"> ○ Think: about the effects and record ideas ○ Pair: with another student to discuss and expand ideas ○ Share: with the class and record student responses <input type="checkbox"/> Identify the traditional peoples of the Central Coast (Darkinjung) → explore a map of Indigenous Australia <input type="checkbox"/> Identify Central Coast on a map of New South Wales and describe the environment of our region. <input type="checkbox"/> Read The Darkinjung People and the Central Coast (Google Doc) <ul style="list-style-type: none"> ○ List the cultural and survival activities undertaken in this region. ○ What impact did these activities have on the environment of the Central Coast? ○ What evidence of this impact can still be seen today? <input type="checkbox"/> Assessment: Examine two local images. Identify how the environment has changed and whether the changes are natural or man-made. Explain the effects these changes have had on the environment and native flora and fauna (GE3-1, GE3-2, GE3-4) 		<ul style="list-style-type: none"> <input type="checkbox"/> Copies of text <input type="checkbox"/> Indigenous map <input type="checkbox"/> Map of NSW <input type="checkbox"/> Copies of text <input type="checkbox"/> Local images

CONTENT	LEARNING AND TEACHING: SHARED INQUIRY	EVALUATION	RESOURCES
<p>Humans Shape Places</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate how people influence places <p>Curriculum Links:</p> <p>→English</p> <p>**Reef Beat text posters:</p> <p>https://goo.gl/SBGsbx</p> <p>https://goo.gl/VaeQcb</p> <p>→Mathematics</p> <p>Reef Beat Education Series</p> <p>http://www.gbrmpa.gov.au/learn-about-the-reef/reef-beat-series</p>	<p>Key Inquiry Question</p> <p><u>How do people influence places and the management of spaces within them?</u></p> <p>What is it like to live here on the Central Coast?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather images and make some connections to the places and environments in other parts of Australia <input type="checkbox"/> Display and group investigation of the diverse ways people live on the Central Coast and explore the qualities in living here and some of the drawbacks. <p>https://www.centralcoast.nsw.gov.au/</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment: Showcase/ exhibition: I'm at Coastie! <p>What is zoning?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss summary of information about zoning and how it works. Class summary of what zoning means and its purpose. <input type="checkbox"/> Summary of information about zoning and how it works <p>http://people.uwec.edu/ivogeler/w270/what_is_zoning.htm</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research groups - students research the four general categories of zoning (Residential, Commercial, Industrial & Agricultural) <input type="checkbox"/> Students investigate zoning in their local area. Search for zoning maps on Wyong/ Gosford local council's websites for various uses of all the places in the area. <input type="checkbox"/> Compare and contrast desirable & undesirable human characteristics that may be a result of town planning <input type="checkbox"/> Where to Build in the Neighbourhood http://www.urbangrowth.nsw.gov.au/mini-sites/my_neighbourhood/decision_maker/site.htm <p>What is all the fuss about the Great Barrier Reef?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine what a heritage listed area is & how the World Heritage convention helps Australia maintain the GBR. Locate the GBR on a map? <ul style="list-style-type: none"> ○ Great Barrier Reef: http://education.abc.net.au/home#!/media/1422989/ ○ Use the +1 thinking routine to help students record information from video ○ World Heritage site: http://www.abc.net.au/btn/story/s3958277.htm <input type="checkbox"/> What are the challenges to maintaining the GBR? How does the government manage industry use of and around the GBR? <ul style="list-style-type: none"> ○ Examine a range of challenges facing the Great Barrier Reef. Choose one challenge to debate and compose a persuasive text about. ○ Debating the future of the reef: http://education.abc.net.au/home#!/media/85536/the-great-barrier-reef-debate ○ ABC News article: https://goo.gl/8JjGRA ○ Dredging study: https://goo.gl/EzrBTu <input type="checkbox"/> Assessment How can we continue to maintain and protect it? Create a piece to inform others about GBR – advertisement, short film, persuasive letter etc. 		<ul style="list-style-type: none"> <input type="checkbox"/> Images <input type="checkbox"/> Exhibition materials <input type="checkbox"/> Chromebooks

CONTENT	LEARNING AND TEACHING: SHARED INQUIRY	EVALUATION	RESOURCES
<p>Bushfire Hazard Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate the impact of ONE contemporary bushfire hazard in Australia <p>Curriculum Links: →English →Mathematics →Creative Arts (Visual Arts & Drama) →Science (Earth & Space)</p>	<p>Key Inquiry Question <u>How can the impact of bushfires on people and places be reduced?</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> View photos/videos of Australian bushfires. Combine the thinking routines See Think Wonder and Chalk Talk to examine the magnitude and devastation of bushfires. <ul style="list-style-type: none"> ○ What do you see, observe or notice about these bushfires and how they behave? ○ What do you think a bushfire is? How do you think bushfires burn? How do you think the impact of bushfires might be reduced? ○ What do you wonder about bushfires? <p>*Useful Source: https://www.gtav.asn.au/documents/item/153 and http://www.abc.net.au/btn/story/s3875965.htm</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the text <i>Bushfires</i> by Jackie French <input type="checkbox"/> Explore (or revisit) traditional Indigenous methods of burn off and land management regarding bushfires and compare to local land use and protection (eg contact Fire Brigade) http://www.fire.nsw.gov.au/page.php?id=879 <input type="checkbox"/> Research Task: Small groups create a map of the major fires in their given region over the past 10 years. The maps can be created online or by hand but should be interactive, including images, videos, quizzes, pop-ups or flaps etc. Groups should consider the following question prompts: <ul style="list-style-type: none"> ○ When and Where did the fire happen? ○ Where did it start and where did it spread to? ○ How was it started? Did it start naturally or was someone responsible for starting it? ○ How much damage did the fire cause (human cost, environmental coast)? ○ How was the fire managed? Useful source: http://media.bom.gov.au/social/blog/50/australias-bushfire-seasons/ <ul style="list-style-type: none"> ○ The Guardian bushfire history https://goo.gl/iRgMHq <input type="checkbox"/> Locate the area of the Lake Munmorah fires of 2013 on Google Maps. View newspaper reports about the fire during and after. <ul style="list-style-type: none"> ○ Onboard footage from firetruck https://goo.gl/wrHz6p (mute sound due to some course language) ○ Rural Fire Brigade footage with backing music https://goo.gl/XXzQiV ○ Fire footage https://goo.gl/LJcniq 		<ul style="list-style-type: none"> <input type="checkbox"/> Images <input type="checkbox"/> Chromebooks

CONTENT	LEARNING AND TEACHING: SHARED INQUIRY	EVALUATION	RESOURCES										
<p>Bushfire Hazard</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate the impact of ONE contemporary bushfire hazard in Australia <p>Curriculum Links:</p> <ul style="list-style-type: none"> →English →Mathematics →Creative Arts (Visual Arts & Drama) →Science (Earth & Space) 	<p>Key Inquiry Question</p> <p><u>How can the impact of bushfires on people and places be reduced?</u></p> <ul style="list-style-type: none"> ○ Daily Telegraph: Big Prawn Survives https://goo.gl/hMbdK ○ Daily Telegraph: 1st anniversary https://goo.gl/heviTA ○ Sydney Morning Herald image compilation https://goo.gl/952Csv <ul style="list-style-type: none"> <input type="checkbox"/> Assessment: Investigate the impact of the 2013 bushfires in Lake Munmorah. <table border="1" data-bbox="414 363 1402 566"> <thead> <tr> <th data-bbox="414 363 533 483">Cause</th> <th data-bbox="533 363 741 483">Management</th> <th data-bbox="741 363 875 483">Human Cost</th> <th data-bbox="875 363 1158 483">Environmental Cost</th> <th data-bbox="1158 363 1402 483">Future Direction</th> </tr> </thead> <tbody> <tr> <td data-bbox="414 483 533 566"></td> <td data-bbox="533 483 741 566"></td> <td data-bbox="741 483 875 566"></td> <td data-bbox="875 483 1158 566"></td> <td data-bbox="1158 483 1402 566"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <input type="checkbox"/> Literacy task: Comic book edit bushfire https://goo.gl/vJNr7p <input type="checkbox"/> Visual Arts: use a variety of mediums to depict a bushfire and/or the aftermath <input type="checkbox"/> Drama: Ashes remembered unit <input type="checkbox"/> Exploring the Geosix story (Teach through Taskboard in reading groups) The GeoSix and the bushfire (PDF, 333 KB) can be read together as a class, in small groups, or individually. There are particular places indicated where the story stops to allow students to write their own versions of events, or to do tasks similar to those being done by children in the story. The suggested activities are: <ul style="list-style-type: none"> ○ At the end of Chapter 1: At this point you should stop the story and ask the students to write their own version of the next events. ○ Part way through Chapter 2: At this point the class might undertake the activities suggested by the Geosix. Complete the gathering of information before comparing it to what the GeoSix found. ○ Part way through Chapter 3: At this point students can be asked to suggest possible answers to Dominic's question: '... but what has changed to make bushfires into the dangerous monsters they have become?' This may lead to class discussion and debate before the next section is read. <input type="checkbox"/> Assessment: Students create a Google Slide presentation to outline key aspects of Bushfire prevention. 	Cause	Management	Human Cost	Environmental Cost	Future Direction							<ul style="list-style-type: none"> <input type="checkbox"/> Copies of text <input type="checkbox"/> Chromebooks
Cause	Management	Human Cost	Environmental Cost	Future Direction									

Going Further – Pathways & Possibilities for Independent Inquiry

How can we cater for individual and small group pathways as they emerge during the unit? How will we facilitate students' personal inquiries related to this topic? How can we encourage students to make choices about what and how they will learn?

(NOTE: individual teachers will need to add to documentation of the unit once personal inquiry pathways have been established)

Reflection & Action

How can we empower students to act on what they have learnt? How can we assist students to pull it all together and reflect on their learning? How can we encourage higher order thinking (synthesis evaluation throughout the inquiry? What thinking routines would help this?)



S3 Factors that Shape Places @ Syllabus - click

Stage 3 – Factors that Shape Places

- Go Home Cheeky Animals - Johanna Bell and Dion Beasley (English Concepts - Culture, Representation, Setting)
- Farmer Shultz's Ducks - Colin Thiele and Mary Milton
- Monsoon - Uma Krishnaswami and Jamel Akib
- The Black Swan - Celia Briddle (volcano)
- Walking with the Seasons in Kakadu - Diane Lucas and Ken Searle
- Cat on the Island - Gary Crew and Gillian Warden (English Concepts - Mood, Narrative Voice (first person), Setting, Symbol, Theme)
- Katie Morag and the New Pier - Mairi Hedderwick
- The Tin Forest - Helen Ward and Wayne Anderson
- The Curious Garden - Peter Brown
- Belonging - Jeannie Baker
- The Story of Rosie Dock - Jeannie Baker
- The Last Tree - Mark Wilson
- Sparrow Girl - Sara Pennypacker, Yoko Tanaka
- Can We Save the Tiger? - Martin Jenkins, Vicky White
- Farmer Shultz's Ducks - Colin Thiele, Mary Milton
- Monsoon - Uma Krishnaswami and Jamel Akib
- The Black Swan by Celia Briddle – The Black Swan
- Bittangabee Tribe: An Aboriginal story from Coastal New South Wales - Rebecca Kirby, Liddy Stewart, Beryl M Cruse, Steven Thomas
- Katie Morag and the New Pier - Mairi Hedderwick
- The Tin Forest - Helen Ward, Wayne Anderson
- The Curious Garden - Peter Brown
- Window - Jeannie Baker
- Belonging - Jeannie Baker
- Fabish: The Horse That Braved a Bushfire - Neridah McMullin, Andrew McLean
- One Small Island - Alison Lester, Coral Tulloch

