


Year 5 Geography Unit 2020

Factors That Shape Places

Term:	Three and Four	Duration:	20 weeks	Grade:	Five	Year:	2020
UNIT OVERVIEW					OUTCOMES		
<p>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.</p>					<p>GE3-1: Describe the diverse features and characteristics of places and environments</p> <p>GE3-2: Explains interactions and connections between people, places and environments</p> <p>GE3-3: Compares and contrasts influences on the management of places and environments</p> <p>GE3-4: Acquires, processes and communicates geographical information using geographical tools for inquiry</p>		
GEOGRAPHICAL CONCEPTS		GEOGRAPHICAL INQUIRY SKILLS				GEOGRAPHICAL TOOLS	
<p>The following geographical concepts have been integrated into the unit:</p> <p>Place: <i>the significance of places and what they are like</i></p> <p>Space: <i>the significance of location and spatial distribution, and ways people organise and manage spaces that we live in</i></p> <p>Environment: <i>the significance of the environment in human life, and the important interrelationships between humans and the environment.</i></p> <p>Interconnection: <i>no object of geographical study can be viewed in isolation</i></p> <p>Sustainability: <i>the capacity of the environment to continue to support our lives and the lives of other living creatures into the future</i></p> <p>Change: <i>explaining geographical phenomena by investigating how they have developed over time</i></p>		<p>The following geographical inquiry skills have been integrated into the unit:</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none"> 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) <p>Processing geographical information</p> <ul style="list-style-type: none"> 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) <p>Communicating geographical information</p> <ul style="list-style-type: none"> present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045) <ul style="list-style-type: none"> 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) 				<p>The following geographical tools have been integrated into the unit:</p> <p>Maps – M</p> <ul style="list-style-type: none"> large-scale maps, small-scale maps, political maps, topographic maps, flowline maps maps to identify location, spatial distributions and patterns <p>Graphs and statistics – GS</p> <ul style="list-style-type: none"> pictographs, data tables, column graphs, line graphs multiple graphs on a geographical theme statistics to find patterns <p>Fieldwork – F</p> <ul style="list-style-type: none"> observing, measuring, collecting and recording data, conducting surveys and interviews. <p>Spatial technologies – ST</p> <ul style="list-style-type: none"> virtual maps, satellite images, global positioning systems (GPS) <p>Visual representations – VR</p> <ul style="list-style-type: none"> photographs, illustrations, flow diagrams, multimedia, web tools 	

ESSENTIAL INQUIRY QUESTIONS

How do people and environments influence one another?

How do people influence places and the management of spaces within them?

How can the impact of bushfires on people and places be reduced?

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

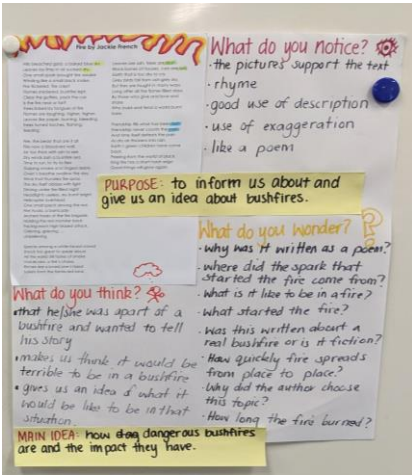
Tuning In (Baseline Data)		Reviewing Tuning In Data (What did the tuning in tasks reveal to us about students' interests and needs? What questions did they pose that can help drive learning?)
<ul style="list-style-type: none"> <input type="checkbox"/> How can we assess students' prior knowledge and experience 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_Ie6Opxe0 <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:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> English 	<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"> <input type="checkbox"/> What are the characteristics or main qualities of these environments? <input type="checkbox"/> What factors might change and/or influence these environments? <input type="checkbox"/> 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"/> 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 (LINK: English) <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"> <input type="checkbox"/> Is there a link between climate and population? <input type="checkbox"/> 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

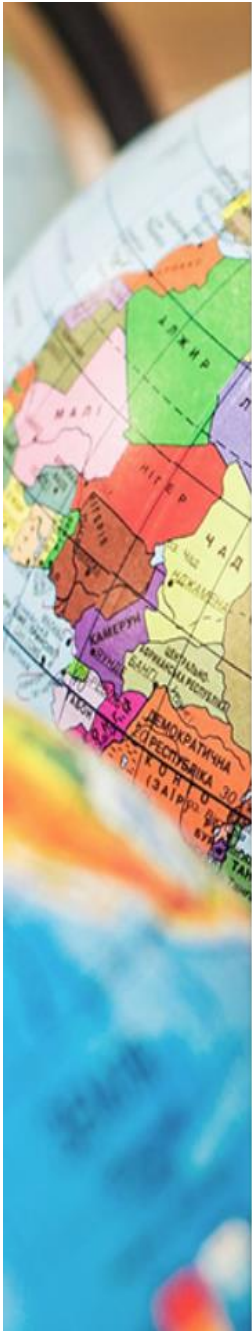
CONTENT	LEARNING AND TEACHING: SHARED INQUIRY	EVALUATION	RESOURCES
<p>Factors That Change Environments</p> <p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate the ways people change the natural environment in Australia and another country <p>Curriculum Links: →English</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 ‘Baiames 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) (LINK: English) <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 Local plants Tumbi wetlands <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>➤Mathematics</p> <p>➤Science</p> <p><u>Case Study Questions:</u></p> <ul style="list-style-type: none"> ➤ Where is Saltwater Creek located? ➤ What was/might the area have been used for by the Darkinjung people? ➤ What are the geographical features? ➤ How are the places surrounding Saltwater Creek organised and used? ➤ What are the impacts of land use? ➤ What actions are required to ensure the sustainability of Saltwater Creek? 	<p><u>Key Inquiry Question</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"/> Examine the Wetlands and Tuggerah Lakes Estuary iBook on iTunes. Use the Porters Creek case study as an example <input type="checkbox"/> Visit the OLR learning weebly https://olrlearning.weebly.com/ for the online case study below: <p>Case Study➤ Tuggerah Lakes Estuary: Saltwater Creek</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Gathering Geographical Information:</u> <ul style="list-style-type: none"> ○ Use a range of maps and images to locate and describe the Tuggerah Lakes Estuary as well as Saltwater Creek. Use appropriate <u>spatial technologies</u> and <u>visual representations</u>. https://maps.six.nsw.gov.au/ ○ Explore what an estuary is using a range of sources (text: https://goo.gl/mS5R6B , video: https://goo.gl/UUDWD6 , US video https://goWho.gl/RYCDn8) ○ Use a range of tools to estimate the overall length of Saltwater Creek ○ Study current photographs of Saltwater Creek and identify the main geographical features ○ Hot seat (role play) to represent the perceptions of different community members about the human impact around Saltwater Creek on people, flora and fauna and water quality (school, developer, environmentalist, neighbour etc) ○ How is Saltwater Creek maintained and managed? Who is responsible for looking after it? ○ T-chart of positive and negative impacts of land use <input type="checkbox"/> <u>Fieldwork:</u> (Walking Excursion) <ul style="list-style-type: none"> ○ Visit Saltwater Creek at various places. For example, just outside school, near the Lion’s park, at the boat ramp, from the bridge and from the reserve (if possible). ○ Draw and label the geographical features in a field sketch. ○ Use other fieldwork techniques such as <ul style="list-style-type: none"> ▪ recording humans uses through photographs, ▪ conducting biodiversity surveys, ▪ assessing vegetation distribution, ▪ water quality testing, ▪ rubbish audit, ▪ mapping land uses and observing impacts, ▪ examining observable management strategies to maintain the quality of the waterway and estuary 		<ul style="list-style-type: none"> <input type="checkbox"/> iPad devices <input type="checkbox"/> Chromebooks/ iPad devices <input type="checkbox"/> Love our living lakes website https://goo.gl/mS5R6B

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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"/> Read the text <i>Bushfires</i> by Jackie French. Use the thinking routine See, Think, Wonder to unpack the text. (LINK: English) <ul style="list-style-type: none"> <input type="radio"/> Brainstorm words/ phrases to describe fire using this video as a provocation <input type="radio"/> Engage with author Jackie French to ask questions about the text <input type="radio"/> Compose an engaging poetic or imaginative text inspired by the text Fire. <input type="checkbox"/> Read texts about bushfires to support the development of student understanding about their wonderings: Bushfire resource book <ul style="list-style-type: none"> <input type="radio"/> What are bushfires? <input type="radio"/> What fuels a bushfire? <input type="radio"/> What is the rating system and why do we have it? <input type="radio"/> Why does the RFS back burn? <input type="radio"/> What is a total fire ban? <ul style="list-style-type: none"> <input type="checkbox"/> Watch Total Fire Ban video <input type="checkbox"/> Examine the total fire ban factsheet and develop a fire rating system for the classroom, with a group of students responsible for finding out and showing the fire rating for the day. <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 <ul style="list-style-type: none"> <input type="radio"/> Read pg 28/29 from Bushfire resource book <input type="radio"/> Create an infographic highlighting the positives and negatives of bushfires on the Australian environment <input type="checkbox"/> Read Bushfire resource book to further unpack and further develop student understanding of bushfires: <ul style="list-style-type: none"> <input type="radio"/> Pg 8-21: Read through the select pages of the text, endeavouring to answer the following questions: 		<ul style="list-style-type: none"> <input type="checkbox"/> Images <input type="checkbox"/> Chromebooks <input type="checkbox"/> Bushfire resource

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 ➊Mathematics ➋Creative 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"> ● What is fire? ● How do bushfires burn? ● How do we extinguish fires? ● What types of bushfires are there? ● How do bushfires start? ● How do bushfires spread? <p>Reading groups assigned one questions to develop an informative poster that helps to answer the supporting question</p> <ul style="list-style-type: none"> ○ RESEARCH TASK: Focus on Forster Tuncurry fire that impacted the air quality of the Central Coast in 2019 or another recent bushfire. Use student-generated guiding questions to research and then compose a newspaper article (template provided) about the fires. The questions students posed, included: (LINK: English) <ul style="list-style-type: none"> <input type="checkbox"/> -Where is Forster? <input type="checkbox"/> -How did it start? <input type="checkbox"/> -When was the fire extinguished (put out)? <input type="checkbox"/> -Where did the fire start? <input type="checkbox"/> -How many hectares were burnt? <input type="checkbox"/> -What was the fire rating for that area? <input type="checkbox"/> -How many people helped fight the fire? <input type="checkbox"/> -How many homes were lost? <input type="checkbox"/> -How many people had to evacuate? <input type="checkbox"/> -Did anyone get hurt or injured? <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"/> Bushfire Survival Plan: Homework Project <ul style="list-style-type: none"> ○ Develop a bushfire survival plan collaboratively with family members ○ Explain the bushfire rating system and alert levels ○ Investigate their homes bushfire risk using the assessment tool (https://assessmyrisk.rfs.nsw.gov.au/) ○ Identifying reliable sources during an emergency ○ Present plans to the class 		<ul style="list-style-type: none"> <input type="checkbox"/> Copies of text <input type="checkbox"/> Chromebooks



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

