## Year 5 Geography Unit 2020
### Factors That Shape Places

<table>
<thead>
<tr>
<th>Term:</th>
<th>Three and Four</th>
<th>Duration:</th>
<th>20 weeks</th>
<th>Grade:</th>
<th>Five</th>
<th>Year:</th>
<th>2020</th>
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### UNIT OVERVIEW

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.

### OUTCOMES

- **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

- **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

### GEOGRAPHICAL INQUIRY SKILLS

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)

### GEOGRAPHICAL TOOLS

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

**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

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<tr>
<th>Factors that change environments</th>
<th>Environments shape places</th>
<th>Humans shape places</th>
<th>Bushfire Hazard</th>
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<tbody>
<tr>
<td>Students:</td>
<td>Students:</td>
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<tr>
<td>• investigate the ways people change the natural environment in Australia and another country, for example:</td>
<td>• investigate how the natural environment influences people and places, for example:</td>
<td>• investigate how people influence places, for example:</td>
<td>• investigate the impact of ONE contemporary bushfire hazard in Australia, for example:</td>
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<td>o examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country’s environmental characteristics e.g. land clearing</td>
<td>o discussion of how climate influences the distribution of where people live</td>
<td>o description of who organises and manages places e.g. local and state governments</td>
<td>o identification of the location and extent of the disaster</td>
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<td>o comparison of how landforms influence where and how people live</td>
<td>o identification of ways people influence places and contribute to sustainability e.g. roads and services, building development applications, local sustainability initiatives</td>
<td>o description of the impact of the disaster on natural vegetation and the damage caused to communities</td>
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<td>o examination of a local planning issue; the different views about it and a possible action in response to it</td>
<td>o examination of how people can prevent and minimise the effects of a bushfire</td>
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TUNING IN TO THE INQUIRY

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<tr>
<th>Tuning In</th>
<th>Reviewing Tuning In Data</th>
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<tr>
<td><em>Baseline Data</em></td>
<td><em>(What did the tuning in tasks reveal to us about students' interests and needs? What questions did they pose that can help drive learning?)</em></td>
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- How can we assess students' prior knowledge and experience in relation to this context?
- How will we record this information for later assessment?
- What can we do to PROVOKE interest/enthusiasm/curiosity/motivation?
- How can we assist students to make "conceptual connections" and see relationships to and links with their own lives?

- Examine a range of images depicting Australia’s vastly different environments
- Use the thinking routine **See Think Wonder** to explore and discuss Australia’s natural environments
  - What do you see, observe or notice about each of these environments?
  - What does it make you think about Australia’s natural environments?
  - What does it make you think about how we influence the environment and the environment influences us?
  - What do you wonder?
- Watch *Land Beyond Time – Australia* (stop at 9:30) [https://youtu.be/b9_Te60pxe0](https://youtu.be/b9_Te60pxe0)
- Explore student thinking and wonderings. Categorise wonderings into the three key content areas.
- Pairs or small groups choose a wondering and discuss ways they might be able to explore this question.

**EXTRA:**
- Australia the beautiful episode 1: desert & wetlands [https://www.youtube.com/watch?v=EPKSDwXxWAY](https://www.youtube.com/watch?v=EPKSDwXxWAY)
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<tr>
<th>CONTENT</th>
<th>LEARNING AND TEACHING: SHARED INQUIRY</th>
<th>EVALUATION</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Environments Shape Places Students:</td>
<td>□ investigate how the natural environment influences people and places</td>
<td></td>
<td>□ Images of Australian environments</td>
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</table>
| Curriculum Links: English | Key Inquiry Questions  
How do people and environments influence one another?  
How do people influence places and the management of spaces within them?  
□ 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:  
  o What are the characteristics or main qualities of these environments?  
  o What factors might change and/or influence these environments?  
  o Are there any connections you can make?  
□ Introduce geographical terms and add these to the mind map if not already there.  
□ Examine maps and discuss How Australia’s climate affects its population distribution? (Coastal for lifestyle, different regions for different agricultural needs)  
□ 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)  
□ 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:  
  o Is there a link between climate and population?  
  o How does climate influence the distribution of where people live?  
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) | | □ Maps |
| | | | □ Climate map  
□ Population map  
□ Chromebooks |
<table>
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<tr>
<th>Factors That Change Environments</th>
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<tr>
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<td>Key Inquiry Questions</td>
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<tr>
<td>□ investigate the ways people change the natural environment in Australia and another country</td>
<td><strong>How do people and environments influence one another?</strong></td>
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<td>Curriculum Links:</td>
<td><strong>How do people influence places and the management of spaces within them?</strong></td>
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<tr>
<td>→ English</td>
<td><strong>How did Indigenous people impact the environment prior to settlement?</strong></td>
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<td>□ View the traditional Indigenous story of ‘Baiames Ngunnu – the story of Brewarrina Fish Traps’ (2nd Indigenous heritage listed site) - told by Aunty June Barker to support understanding. <a href="https://youtu.be/sq0DD8nPuU">https://youtu.be/sq0DD8nPuU</a></td>
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<td>□ Copies of text</td>
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<td>□ Watch ‘Fishing’ and discuss Bunda’s solution for catching the fish and what effect this had on the environment. <a href="http://www.myplace.edu.au/teaching_activities/1878_-_before_time/beforetime01bunda/2/fishing_bt.html">http://www.myplace.edu.au/teaching_activities/1878_-_before_time/beforetime01bunda/2/fishing_bt.html</a></td>
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<td>□ Indigenous map</td>
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<td>□ Read <em>Indigenous Changes to the Environment</em> (Google Doc) shared text??</td>
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<td>□ Map of NSW</td>
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<td>□ 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.</td>
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<td>□ Copies of text</td>
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</table>
|                                 | □ 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  
  o Think: about the effects and record ideas  
  o Pair: with another student to discuss and expand ideas  
  o Share: with the class and record student responses |            | □ Local plants Tumbi wetlands |
|                                 | □ Identify the traditional peoples of the Central Coast (Darkinjung) explore a map of Indigenous Australia |            | □ Local images |
|                                 | □ Identify Central Coast on a map of New South Wales and describe the environment of our region. |            |           |
|                                 | □ Read *The Darkinjung People and the Central Coast* (Google Doc) ![LINK: English](http://www.myplace.edu.au/teaching_activities/1878_-_before_time/beforetime01bunda/2/fishing_bt.html)  
  o List the cultural and survival activities undertaken in this region.  
  o What impact did these activities have on the environment of the Central Coast?  
  o What evidence of this impact can still be seen today? |            |           |
|                                 | □ 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) |            |           |
### Humans Shape Places

**Students:**
- Investigate how people influence places

**Curriculum Links:**
- English
- Mathematics
- Science

**Case Study Questions:**
- 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?

#### Key Inquiry Question

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

- Examine the Wetlands and Tuggerah Lakes Estuary iBook on iTunes. Use the Porters Creek case study as an example.
- Visit the OLR learning weebly [https://olrlearning.weebly.com/](https://olrlearning.weebly.com/) for the online case study below.

#### Case Study

**Tuggerah Lakes Estuary: Saltwater Creek**

- **Gathering Geographical Information:**
  - Use a range of maps and images to locate and describe the Tuggerah Lakes Estuary as well as Saltwater Creek. Use appropriate spatial technologies and visual representations. [https://maps.six.nsw.gov.au/](https://maps.six.nsw.gov.au/)
  - Explore what an estuary is using a range of sources (text: [https://goo.gl/mS5R6B](https://goo.gl/mS5R6B), video: [https://goo.gl/UUDWD6](https://goo.gl/UUDWD6), US video [https://goWh](https://goWh))
  - 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

- **Fieldwork:** (Walking Excursion)
  - 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:
    - 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
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</thead>
</table>
| Humans Shape Places | **Key Inquiry Question**  
How do people influence places and the management of spaces within them?  
**Case Study** Tuggerah Lakes Estuary: Saltwater Creek  
**Assessment Task:**  
- Students work in small groups to develop a short presentation outlining their knowledge and understanding of the research and fieldwork conducted for this case study. The presentation should include:  
  - A clear description of the case study  
  - Tools such as maps, satellite images, graphs, statistics, flowcharts, labelled photographs, diagrams, illustrations and other labelled visual representations  
  - An outline of both the positive and negative impacts on Saltwater Creek and the connecting Tuggerah Lake Estuary  
  - A description and justification of a specific point of view and/or course of action in response to sustaining Saltwater Creek  
| | | | □ iPad devices |
| | | | □ Chromebooks/ iPad devices |
| Students: | □ investigate how people influence places | | |
| Curriculum Links: | → English  
● Mathematics | | |
| Case Study Questions: | ➢ 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? | | |
| What is zoning? | □ Read and discuss summary of information about zoning and how it works. Class summary of what zoning means and its purpose.  
□ Summary of information about zoning and how it works  
http://people.uwec.edu/ivogeler/w270/what_is_zoning.htm  
□ Research groups - students research the four general categories of zoning (Residential, Commercial, Industrial & Agricultural)  
□ 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.  
□ Display a group investigation of the diverse ways people live on the Central Coast and explore the qualities in living here and some of the drawbacks.  
□ Use a range of maps and sources to examine how town planning may impact (positive or negative) the Saltwater Creek and Tuggerah Lake Estuary (link to Case Study)  

Alice Vigors - 2019
### Key Inquiry Question
*How can the impact of bushfires on people and places be reduced?*

- **Read the text** *Bushfires* by Jackie French. Use the thinking routine *See, Think, Wonder* to unpack the text. ([LINK: English](#))
  - Brainstorm words/phrases to describe fire using this video as a provocation
  - Engage with author Jackie French to ask questions about the text
  - Compose an engaging poetic or imaginative text inspired by the text *Fire*.

- **Read texts about bushfires** to support the development of student understanding about their wonderings: *Bushfire* resource book
  - What are bushfires?
  - What fuels a bushfire?
  - What is the rating system and why do we have it?
  - Why does the RFS back burn?
  - What is a total fire ban?
  - **Watch** *Total Fire Ban* video
  - **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.

  - Read pg 28/29 from *Bushfire* resource book
  - Create an infographic highlighting the positives and negatives of bushfires on the Australian environment

- **Read** *Bushfire* resource book to further unpack and further develop student understanding of bushfires:
  - **Pg 8-21**: Read through the select pages of the text, endeavouring to answer the following questions:
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<tr>
<td><strong>Bushfire Hazard</strong> Students:</td>
<td>□ investigate the impact of ONE contemporary bushfire hazard in Australia</td>
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<td>□ Copies of text</td>
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<td>Curriculum Links:</td>
<td></td>
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<td>□ Chromebooks</td>
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<tr>
<td>→ English</td>
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<tr>
<td>Mathematıcs</td>
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<td>Creative Arts (Visual Arts &amp; Drama)</td>
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<tr>
<td>→ Science (Earth &amp; Space)</td>
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<td><strong>Key Inquiry Question</strong></td>
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<td><strong>How can the impact of bushfires on people and places be reduced?</strong></td>
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<td></td>
<td>• What is fire?</td>
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<td>• How do bushfires burn?</td>
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<td>• How do we extinguish fires?</td>
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<td>• What types of bushfires are there?</td>
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<td>• How do bushfires start?</td>
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<td>• How do bushfires spread?</td>
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<td>Reading groups assigned one questions to develop an informative poster that helps to answer the supporting question</td>
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<td>□ 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)</td>
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<td></td>
<td>□ -Where is Forster?</td>
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<td>□ -How did it start?</td>
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<td>□ -When was the fire extinguished (put out)?</td>
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<td></td>
<td>□ -Where did the fire start?</td>
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<td>□ -How many hectares were burnt?</td>
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<td>□ -What was the fire rating for that area?</td>
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<td>□ -How many people helped fight the fire?</td>
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<td>□ -How many homes were lost?</td>
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<td>□ -How many people had to evacuate?</td>
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<td>□ -Did anyone get hurt or injured?</td>
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<td>□ Literacy task: Comic book edit bushfire <a href="https://goo.gl/vJNr7p">https://goo.gl/vJNr7p</a></td>
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<td>□ Visual Arts: use a variety of mediums to depict a bushfire and/or the aftermath</td>
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<td>□ Drama: Ashes remembered unit</td>
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<td>□ Bushfire Survival Plan: <a href="https://assessmyrisk.rfs.nsw.gov.au/">Homework Project</a></td>
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<td>□ Develop a bushfire survival plan collaboratively with family members</td>
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<td>□ Explain the bushfire rating system and alert levels</td>
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<td>□ Identifying reliable sources during an emergency</td>
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<td>□ Present plans to the class</td>
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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 Jarmel Akib
The Black Swan - Celia Briddell (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 Pler - 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 Jarmel 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 Pler - 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