

# Geographies of Interconnections

Inquiry-based learning

# Australian Curriculum

Geography



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Foundation to Year 12  
Australian Curriculum  
online



The Australian Curriculum

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Overview

**Learning Areas**

English

Mathematics

Science

History

Geography

**General Capabilities**

General Capabilities Overview

Literacy

Numeracy

Information and Communication Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

**Cross-curriculum priorities**

Cross-curriculum priorities Overview

Aboriginal and Torres Strait Islander histories and cultures

Asia and Australia's engagement with Asia

Sustainability

**Year Level**

Foundation

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 10A

Welcome to the Foundation to Year 12 Australian Curriculum

The Australian Curriculum

The development of the Australian Curriculum is based on the Australian Curriculum, Assessment and Reporting Authority's (ACARA) vision of providing all Australian students with the opportunity to achieve their potential through the Australian Curriculum. The Australian Curriculum is designed to provide a common framework for learning and teaching across Australia, and to ensure that all students have access to high-quality education. The Australian Curriculum is based on the Australian Curriculum Framework for Learning and Teaching, which sets out the key learning areas and general capabilities that all students should study. The Australian Curriculum is also based on the Australian Curriculum Framework for Assessment and Reporting, which sets out the key assessment and reporting practices that all schools should use. The Australian Curriculum is a living document that will be updated regularly to reflect changes in the Australian education system and the needs of Australian students.



# Geography

Rationale/Aims

Organisation

Foundation to Year 10 Curriculum

Geographical Knowledge and Understanding

Geographical Inquiry Skills

Geographical Concepts

[Print this page](#)

Rationale/Aims

**Rationale**

Aims

An introduction to the development of the *Australian Curriculum: Geography*

## Rationale

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

## Year 9

### Year 9 Level Description

There are two units of study in the Year 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections*.

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

*Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 are articulated below.

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

### Year 9 Content Descriptions

#### Geographical Knowledge and Understanding

##### Unit 1: Biomes and food security

The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)



The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)



The environmental, economic and technological

##### Unit 2: Geographies of interconnections

The perceptions people have of place, and how this influences their connections to different places (ACHGK065)



The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)



#### Geographical Inquiry and Skills

##### Observing, questioning and planning

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063)



##### Collecting, recording, evaluating and representing

Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and

# Year 9 Content Descriptions

Unit 1: Biomes and food security

Unit 2: Geographies of interconnections

# Knowledge and understanding



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## Unit 2: Geographies of Interconnections

The perceptions people have of place, and how this influences their connections to different places (ACHGK065)



The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)



The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)



The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)



The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)



## Year 9 Content Descriptions

### Geographical Knowledge and Understanding

#### Unit 1: Biomes and food security

The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)



#### Unit 2: Geographies of Interconnections

The perceptions people have of place, and how this influences their connections to different places (ACHGK065)



### Geographical Inquiry and Skills

#### Observing, questioning and planning

Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063)



### Geography / Year 9 / Geographical Knowledge and Understanding / Unit 2: Geographies of Interconnections

#### Content description

The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia

#### Elaborations

- exploring the environmental impacts of the consumer product on the places that produce the raw materials, make the product, and receive the wastes at the end of its life
- identifying the effects of international trade in consumer products on Australian places
- evaluating the effects of international demand for food products on biodiversity throughout the world, in the places of their production

#### Code

ACHGK068

#### ScOT catalogue terms

Manufacturing processes ; Australia ; Waste management ; Energy use ; Human impact

#### URL

<http://www.australiancurriculum.edu.au/Elements/ACHGK068>

#### General capabilities

- Literacy
- Critical and creative thinking

#### Cross-curriculum priorities

- Asia and Australia's engagement with Asia
- Sustainability

#### Resources





# KEY INQUIRY QUESTIONS

- What are the causes and consequences of changes in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependences important for the future of places and environments?

# SOME IDEAS...

Killer jeans

Toxic threads



# Counting the costs of cotton



in collaboration with *tex2ture*

**- THE LIFE OF A -  
T-SHIRT**

WHAT ARE THE ENVIRONMENTAL  
COSTS OF YOUR T-SHIRT?



**2.4  
BILLION**  
COTTON T-SHIRTS ARE  
PRODUCED  
EVERY YEAR

THE AVERAGE  
WEIGHT OF A  
T-SHIRT IS  
**200g**



BUT THIS  
LIGHT PRODUCT  
HAS A  
**BIG**  
IMPACT

IT ALL BEGINS WITH COTTON PRODUCTION...

The infographic features three t-shirts in yellow, orange, and blue. The orange t-shirt has the text '2.4 BILLION COTTON T-SHIRTS ARE PRODUCED EVERY YEAR' printed on it. Below the t-shirts, there is a comparison between a t-shirt and a can of Heinz Beanz. The text states 'THE AVERAGE WEIGHT OF A T-SHIRT IS 200g' and 'BUT THIS LIGHT PRODUCT HAS A BIG IMPACT'. An arrow points from the Heinz Beanz can to the right. At the bottom, it says 'IT ALL BEGINS WITH COTTON PRODUCTION...'. The top of the infographic includes the text 'in collaboration with tex2ture' and a banner with the title '- THE LIFE OF A - T-SHIRT' and the question 'WHAT ARE THE ENVIRONMENTAL COSTS OF YOUR T-SHIRT?'.

# Palm oil pantry



# The e-waste trail

## The electronic waste trail

Embed This

Slidehow

Video

### Electronics dirty secret

Electronic waste in China

▶ view slideshow

▶ watch video



### Links

[Full story](#)

[Scientific testing report](#)

[Where does e-waste come from?](#)

### China

China is a popular destination for e-waste from the US and Europe. Old electronics are dismantled by hand and the toxic waste is dumped in streams and fields. Around the town of Guyiu groundwater is undrinkable due to e-waste. Greenpeace / Natalie Behring

GREENPEACE

# Geographical inquiry and skill

- Develop geographically significant questions and plan an inquiry
- Collect, select, record and organise relevant geographical data and information
- Apply geographical concepts to synthesise information from various sources and draw conclusions
- Present findings, arguments and explanations in a range of appropriate communication forms
- Reflect on and evaluate the findings of the inquiry

# Inquiry-based learning



# TASK:

Create a screencast answering the question:

**IS FAIR TRADE FAIR?**



## KWHL Chart - 21<sup>st</sup> Century Style

*K*

*W*

*H*

*L*

What do I know?

What do I want  
to know?

How do I find  
out?

What have I  
learned?

# *KWHL* *KWHLAQ*

- A – **What action will we take?** This is another way of asking how students are applying what they have learned.
- Q – **What new questions do we have?** At the end of a unit of inquiry there should be time to reflect on whether we have successfully addressed our initial questions and whether we have come up with other questions.

# Storyboard templates

## *Storyboard*


Shot: _____ Framing: _____	Shot: _____ Framing: _____	Shot: _____ Framing: _____
Duration: _____ Shot size: _____	Duration: _____ Shot size: _____	Duration: _____ Shot size: _____
Angle: _____ Transition: _____	Angle: _____ Transition: _____	Angle: _____ Transition: _____
Audio 1: _____	Audio 1: _____	Audio 1: _____
Audio 2: _____	Audio 2: _____	Audio 2: _____
Shot: _____ Framing: _____	Shot: _____ Framing: _____	Shot: _____ Framing: _____
Duration: _____ Shot size: _____	Duration: _____ Shot size: _____	Duration: _____ Shot size: _____
Angle: _____ Transition: _____	Angle: _____ Transition: _____	Angle: _____ Transition: _____
Audio 1: _____	Audio 1: _____	Audio 1: _____
Audio 2: _____	Audio 2: _____	Audio 2: _____



# Livebinders



## Is Fairtrade Fair?

Binder Author: [Kenya Walker](#) | [Details](#) | [Comments 2](#)

Useful 😊

### Assignment Guidelines

Assignment sheet

Storyboard

Script

7 news video

KWHL

Child Labour/Trafficking

Fairtrade

Other Organisations

Case study

Photographs

<http://www.livebinders.com/media/get/NTgwNzQ2NQ==>

## Chocolate – Is Fair trade fair?

**Due Date:** 13 August 2013

**Weighting:** 20%

**Outcomes:**

- Demonstrates knowledge and understanding of an issues related to food production
- Uses written, oral and graphic forms to communicate geographical information

**Task:**

Prepare a screencast or podcast to present a news report about fair trade chocolate.

You could consider:

- The use of slave labour
- The impacts of **colonisation** on cocoa producing countries
- The role of **organisations**, such as **Fairtrade**
- The role of large chocolate manufacturers

**Resources:**

Start by putting 'fair trade chocolate' into your search engine.

World Vision	<b>Fairtrade</b>	Oxfam
Gentle World	Rainforest Alliance	BBC

**Marking Criteria**

Does your presentation:

- Include relevant and current material
- Include appropriate geographical terminology, statistics, graphs and diagrams
- Presented in an **organised** manner
- Report factual information

NB Place your presentation in the 2016 shared folder (9 Geography)

# Is Fairtrade Fair?

Binder Author: [Kenya Walker](#) | [Details](#) | [Comments 2](#)

Useful 😊

Assignment Guidelines

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Fairtrade

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Case study

Photographs

<http://www.livebinders.com/media/get/NTqxMjlyOQ==>

K What I Know	W What I Want to Know	H How I'll Learn It	L What I Learned
<p>Fairtrade is trying to improve working conditions and pay</p> <p>Africa only consumes 3% of the worlds chocolate, even though it's a major producer</p> <p>Kit Kat use to be a fair trade producer, but isn't anymore</p> <p>Fairtrade is about having decent working conditions for farmers, decent prices and local sustainability</p>	<p>Which brands are with fair trade.</p> <p>What influence and impact fair trade has on farmers and child trafficking</p> <p>Is fair trade fair.</p> <p>How is fairtrade helping child trafficking and improving farmers lives</p> <p>What other organisations help child trafficking</p> <p>In which part of the world is child trafficking occurring the most</p> <p>Why is child trafficking happening</p>	<p>Looking at a variety of resources.</p> <p>Taking notes and opinions from different people, organisations and websites.</p> <p>Combing all my research on live binders</p> <p>Watching videos and interviews from fairtrade and other organisations</p>	<p>1.2 million children are trafficked each year according to the International Labour Organisation</p> <p>I learnt how to use live binders and organize my research in an organize matter</p> <p>Fairtrade helps farmers, however a certain criteria has to be fitted to join up with Fairtrade. It also costs a lot of money to join up with them</p>

## Is Fairtrade Fair?

Binder Author: [Kenya Walker](#) | [Details](#) | [Comments 2](#)

Useful 😊

Assignment Guidelines

KWHL

Child Labour/Trafficking

Fairtrade

Is Fairtrade Fair

Letter

Impact it has on farmers

Preventing child labour

Products associated with fair-trade

Other Organisations

Case study

Photographs

## Is Fairtrade Fair?

Is fairtrade really fair? Fairtrade is meant to help producers get better lives and increase their living. However these farmers have to pay pretty high prices to join up with fairtrade and organize their business in a particular way that fits into fair-trades criteria.

Fairtrade isn't suitable for everyone, especially those in poorer countries, which need fairtrade the most. Are farmers paying more to join up with fairtrade, than what they are receiving from it? Some people have paid more to join up with fairtrade and haven't received the full benefit of it. Chocolate may as well just be more expensive, so farmers receive better prices, without going through fairtrade.

<http://www.telegraph.co.uk/news/politics/8353361/Fair-trade-is-neither-fair-nor-good-for-trade.htm>

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# The Telegraph

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## Fair trade is neither fair nor good for trade

It sounds like a good idea for poor farmers, but what about the farmer asks Philip Booth.



There are now 4,500 different products that contain commodities grown under fair trade rules, from clothing and homeware to ice cream, rice, soap and jam

Print  
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Twitter  
LinkedIn  
Google+  
Pe  
Ag  
Fa  
Gr  
Cc  
Pe

## Is Fairtrade Fair?

Binder Author: [Kenya Walker](#) | [Details](#) | [Comments 2](#)

Useful 😊 0

### Assignment Guidelines

Assignment sheet

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7 news video

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Other Organisations

Case study

Photographs

[http://www.youtube.com/v/aoBOx\\_cN8VE?version=3&f=videos&app=youtube\\_gdata](http://www.youtube.com/v/aoBOx_cN8VE?version=3&f=videos&app=youtube_gdata)





# Other inquiry-based topics..

- Why does palm oil have an impact on pygmy elephants?
- Why should I 'track my tee'?
- Are blue jeans turning green?
- Are there e-waste solutions?
- Is Fairwear fair?

# BOS Program builder



## Program Builder Program directly from the NSW syllabuses

User options ▼

Home

Programs

Units

Templates

Share

Samples

Help

## Welcome

### Programs

New

Create, view and edit scope and sequences and attached units in your programs.  
Your recent work is listed here.



**You haven't created any programs.**

[Start one now](#) or explore the samples below.

### Units

New

Your recent work is listed here.



**You haven't created any units.**

[Start one now](#) or explore the samples below.

<https://pb.bos.nsw.edu.au>



## Unit templates

[Start New](#)

Use one of the standard templates to create a unit. You can also start a new template or customise the layout and components of an existing template. Any changes made to an existing template will be automatically applied to all units using that template. Alternatively, you can save the changes as a new template.

### My templates

You haven't created any custom templates.

[Start one now.](#)

### Standard templates

#### Template 1

[View](#)

This template includes common elements of units and is the default template.

#### Template 2

[View](#)

This template allows adjustments and extensions to be aligned with selected content.

#### Template 3

[View](#)

This template includes a section for key concepts/ideas/inquiry questions.
















## Sample programs and units

View examples of programs and units developed by the Board of Studies NSW below. For more information and advice about programming, including advice on developing scope and sequences and units, visit the [Programming](#) section of the new NSW syllabuses website.

Sample programs

Sample units

Unit	Stage	Subject
 <a href="#">Pictures tell the story! (with adjustments)</a>	Stage 2	English
 <a href="#">Online magazine</a>	Stage 4	English
 <a href="#">The storyteller and the story</a>	Stage 4	English
 <a href="#">Conflict (with adjustments)</a>	Stage 5	English
 <a href="#">Sorting and arranging objects into data displays</a>	Early Stage 1, Stage 1	Mathematics
 <a href="#">Calendars and seasons</a>	Stage 1	Mathematics, Science, Technology, History
 <a href="#">Investigating features of special quadrilaterals</a>	Stage 2	Mathematics
 <a href="#">Order of operations</a>	Stage 3	Mathematics
 <a href="#">Cartesian plane (with adjustments)</a>	Stage 3	Mathematics
 <a href="#">Data interpretation and evaluation (with adjustments)</a>	Stage 4	Mathematics
 <a href="#">Displaying, interpreting and evaluating data</a>	Stage 5	Mathematics
 <a href="#">Number</a>	Life Skills	Mathematics
 <a href="#">Fractions</a>	Life Skills	Mathematics

# Inquiry based learning approach

21<sup>st</sup> century learning

Knowledge and understanding

Geographical inquiry and skill

Key inquiry questions