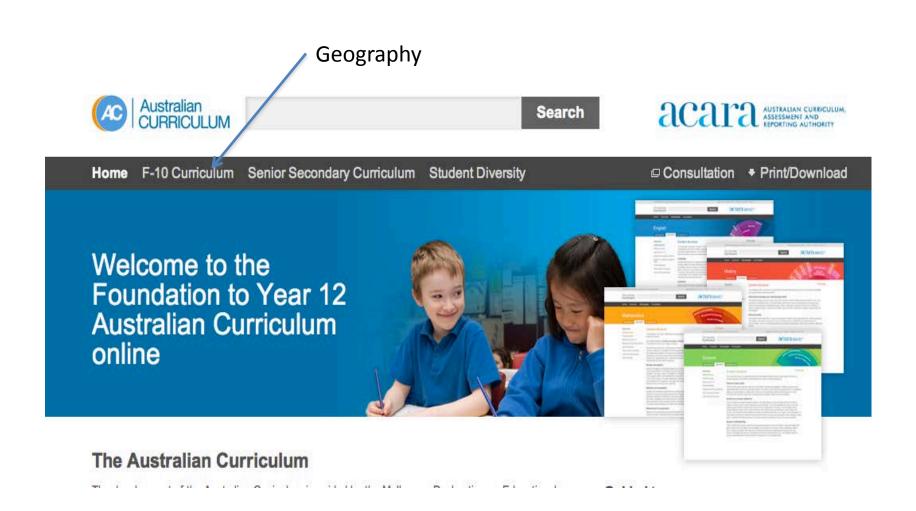
Geographies of Interconnections

Inquiry-based learning

Australian Curriculum





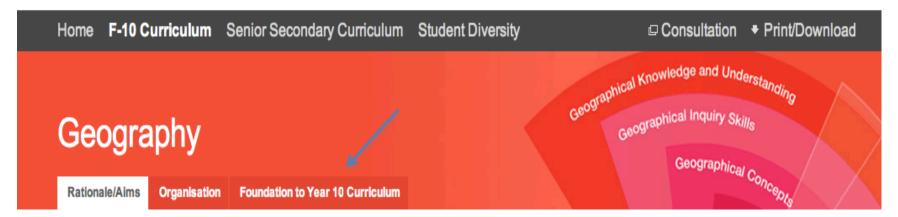
Search



	Overview				ne-
	Learning Areas	General Capabilities	Cross-curriculum priorities	Year Level	
Wel	English	General Capabilities	Cross-curriculum priorities	Foundation	- ACM
Fou	Mathematics	Overview	Overview	Year 1	Corner studies
	Science	Literacy	Aboriginal and Torres Strait Islander histories and cultures	Year 2	Name and the same
Aus	History	Numeracy	Asia and Australia's	Year 3	9000 mc
onli	Geography	Information and Communication Technology (ICT) capability	engagement with Asia Sustainability	Year 4	
				Year 5	CONTRACTOR OF THE PARTY OF THE
		Critical and creative thinking		Year 6	
		Personal and social capability		Year 7	
		Ethical understanding		Year 8	A contract of the contract of
The A		Intercultural understanding		Year 9	
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Goals for				Year 10A	Contact et Seedlack Sectional See gods S
Declaration				Teal TOA	acara≡







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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

The environmental economic and technological



effects of these alterations (ACHGK061)







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

Unit 2: Geographies of interconnections

The perceptions people have of <u>place</u>, 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)

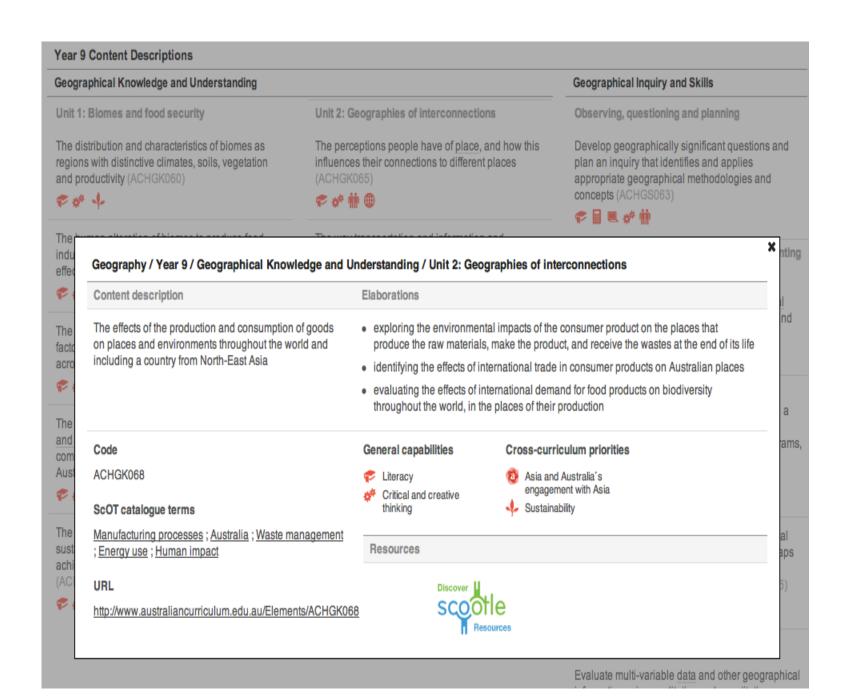


The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)



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





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





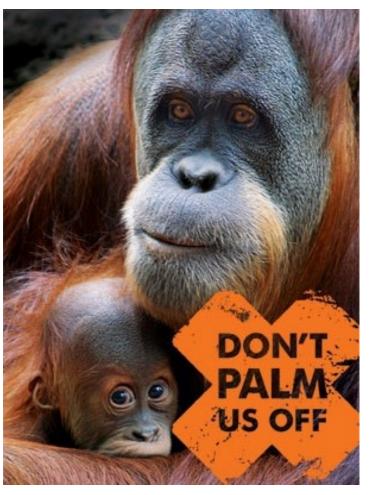
Counting the costs of cotton





Palm oil pantry





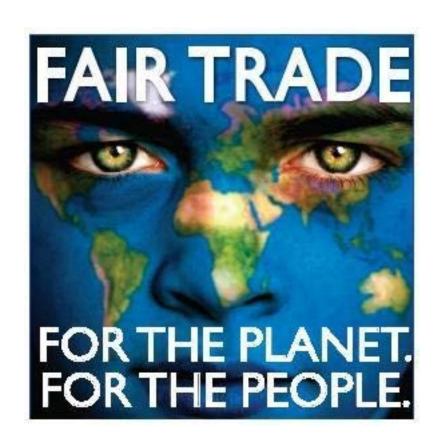
The e-waste trail



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

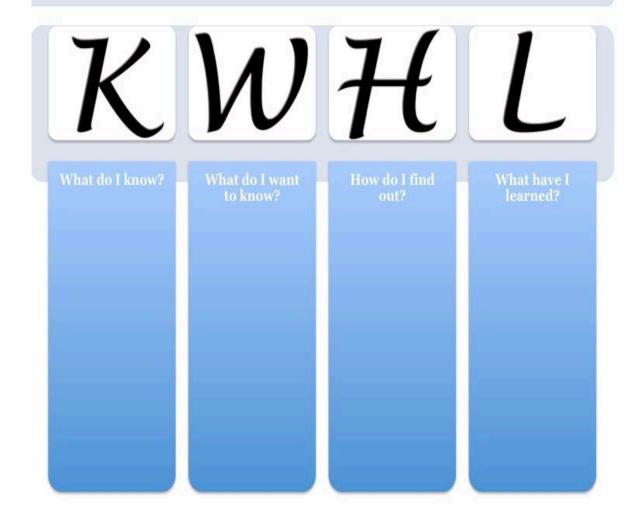


TASK:

Create a screencast answering the question:

IS FAIR TRADE FAIR?

KWHL Chart - 21st Century Style

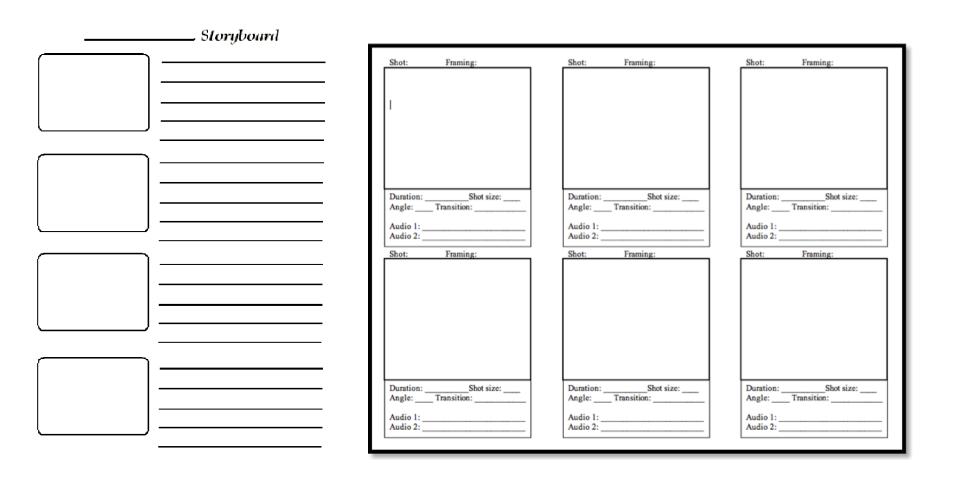


KWHL — KWHLAQ

 A – What action will we take? This is another way of asking how students are applying what they have learned.

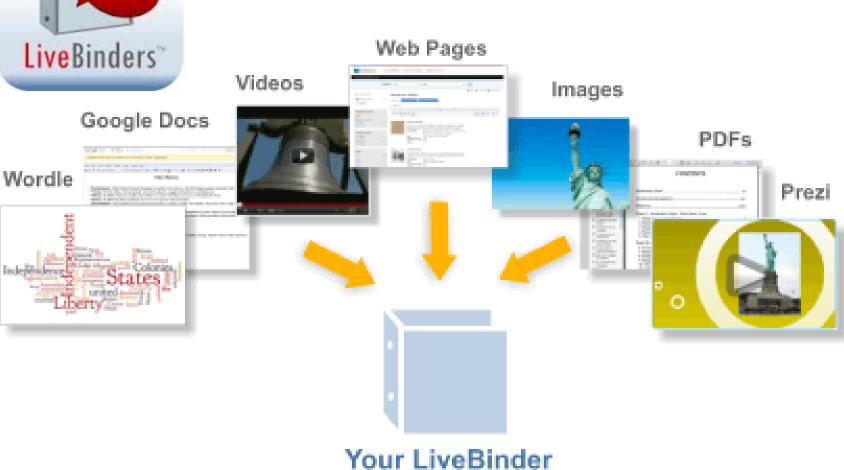
 Q – What new questions do we have? At the end of a unit of inquiry there should be time to reflect on whether we have successfully addressed our initial questions and whether we have come up with other questions.

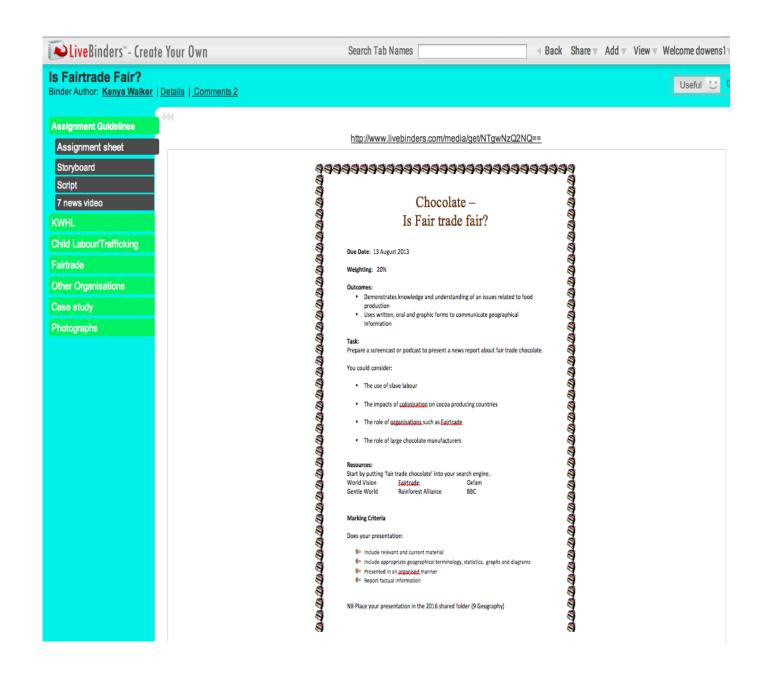
Storyboard templates





Livebinders





Useful 🖰

Assignment Guidelines

KWHL

Child Labour/Trafficking

Fairtrade

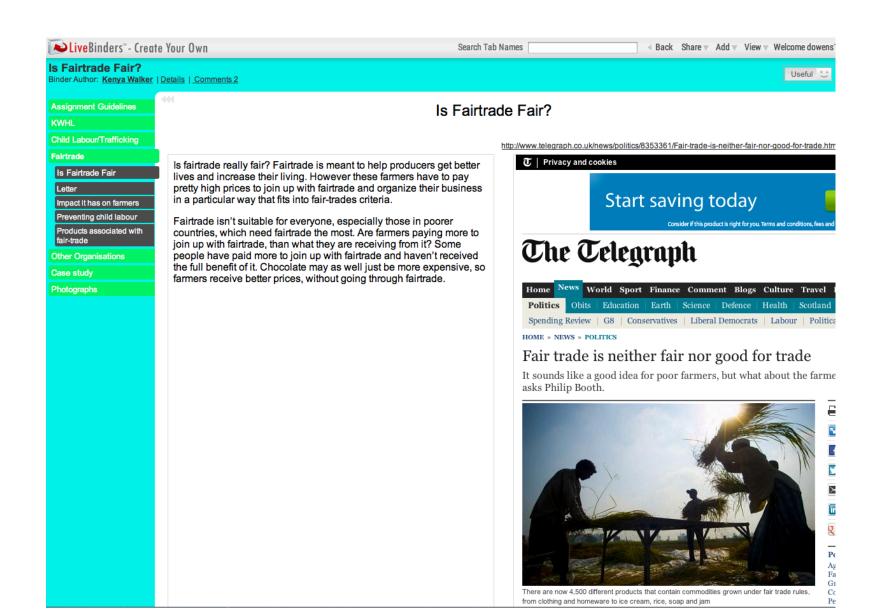
Other Organisations

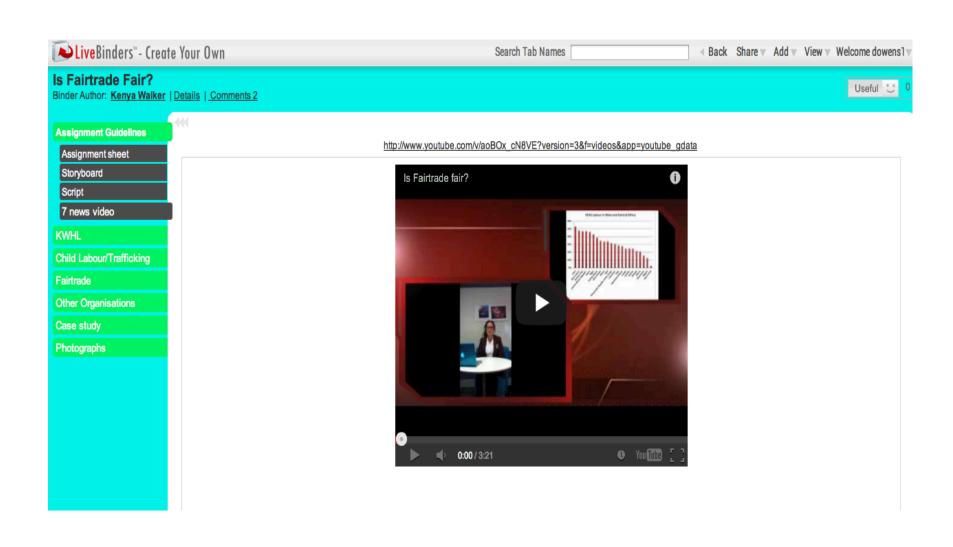
Case study

Photographs

http://www.livebinders.com/media/get/NTgxMjlyOQ==

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





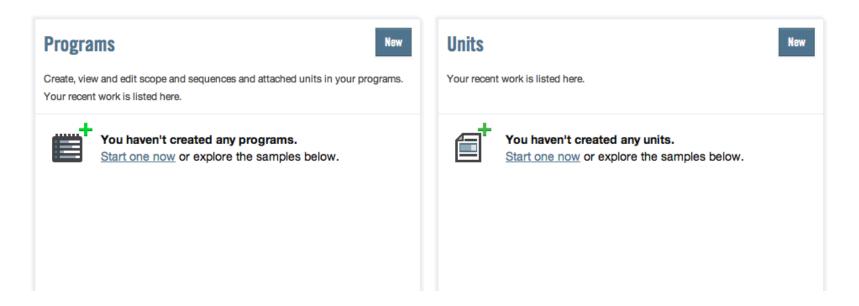
Other inquiry-based topics...

- 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



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



Program Builder Program directly from the NSW syllabuses

Debra Owens ▼

Home

Programs

Units

Templates

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s Help

Start New

Unit templates

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,

My templates

You haven't created any custom templates.

you can save the changes as a new template.

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.



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Program Builder Program directly from the NSW syllabuses

Home Programs Units Templates Share Samples Help

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		
	Pictures tell the story! (with adjustments)		Stage 2	English		
	Online magazine		Stage 4	English		
	The storyteller and the story		Stage 4	English		
	Conflict (with adjustments)		Stage 5	English		
	Sorting and arr	anging objects into data displays	Early Stage 1, Stage 1	Mathematics		
	Calendars and	seasons	Stage 1	Mathematics, Science, Technology, History		
	Investigating fe	atures of special quadrilaterals	Stage 2	Mathematics		
	Order of operation	tions	Stage 3	Mathematics		
	Cartesian plane	e (with adjustments)	Stage 3	Mathematics		
	Data interpreta	tion and evaluation (with adjustments)	Stage 4	Mathematics		
	Displaying, inte	rpreting and evaluating data	Stage 5	Mathematics		
	Number		Life Skills	Mathematics		
	Fractions		Life Skills	Mathematics		

Inquiry based learning approach

21st century learning

Knowledge and understanding

Geographical inquiry and skill

Key inquiry questions