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VICTORIAN CURRICULUM

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CIVICS & CITIZENSHIP COURSE PLANNER
VICTORIAN CURRICULUM LEVELS 7–10

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	LEVELS 7 & 8	LEVELS 9 & 10
LEVEL BAND DESCRIPTION	The Levels 7 and 8 curriculum provides a study of the Australian Constitution and how its features, principles and values shape Australia's democracy. They explore the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy. They look at how the rights of individuals are protected through the justice system, how laws are made and the types of laws used in Australia. Students also explore how Australia's secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.	The Level 9 and 10 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia's system of government with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also study the purpose and work of the High Court. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.
KEY QUESTIONS	A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions: • How is Australia's system of democratic government shaped by the Constitution? • What are the freedoms and responsibilities of citizens in Australia's democracy? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? • How are laws made and applied in Australia? • How is Australia a diverse society and what factors contribute to a cohesive society? • What different perspectives are there about national identity?	A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions: • What influences shape the operation of Australia's political system? • How does Australia's court system work in support of a democratic and just society? • How is Australia's democracy defined and shaped by the global context? • How do citizens participate in an interconnected world? • How are government policies shaped by Australia's international legal obligations? • What are the features of a resilient democracy?

GOVERNMENT & DEMOCRACY

• Describe key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers **(VCCCG018)** • Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement **(VCCCG019)** • Explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action **(VCCCG020)** • Describe the process of constitutional change through a referendum **(VCCCG021)**	• Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed **(VCCCG028)** • Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region **(VCCCG029)** • Analyse how citizens' political choices are shaped, including the influence of the media **(VCCCG030)** • Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations **(VCCCG031)**

LAWS & CITIZENS

• Explain how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation **(VCCCL022)** • Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law **(VCCCL023)**	• Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples **(VCCCL032)** • Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution **(VCCCL033)** • Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal **(VCCCL034)**

CITIZENSHIP, DIVERSITY & IDENTITY

• Describe how Australia is a secular nation and a multi-faith society **(VCCCC024)** • Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' **(VCCCC025)** • Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them **(VCCCC026)** • Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives **(VCCCC027)**	• Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society **(VCCCC035)** • Discuss challenges to and ways of sustaining a resilient democracy and cohesive society **(VCCCC036)** • Discuss how and why groups, including religious groups, participate in civic life **(VCCCC037)** • Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events **(VCCCC038)**

ACHIEVEMENT STANDARD	By the end of Level 8, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia's legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.
	By the end of Level 10, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.

LEVELS 7 & 8	LEVELS 9 & 10
LEVEL BAND DESCRIPTION	
In Levels 7 and 8, students consider what it means to be a consumer, a worker and a producer in the market and the relationships between, and interdependence of, these groups. The ways markets work within Australia to set prices, the participants in the market system and the ways these participants may influence the market's operation are explored. Students investigate how businesses and individuals use enterprising behaviours and capabilities and how entrepreneurial capabilities contribute to business success and help businesses create and respond to opportunities in the market. Setting goals and planning is a vital skill for both individuals and businesses and students identify and practise methods to achieve these goals in different contexts. The rights, responsibilities and opportunities that arise for businesses and consumers are considered along with the ways work contributes to individual and societal wellbeing. The emphasis in Levels 7 and 8 is on personal, community, national and regional issues, with opportunities for the concepts to be considered in relation to global issues where appropriate.	In Levels 9 and 10, students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. This includes the significance of trading relationships in supporting prosperous outcomes for the economy and the business sector. Students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies. Students consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages in different markets. Students continue to develop their consumer and financial literacy knowledge and skills by identifying sources of finance for consumers, businesses and the government and explaining the role of financial institutions in their interactions with consumers, businesses and the government. They investigate the different strategies for managing financial risks and maximising rewards across an ever-changing financial landscape. Students examine the role of innovation and its influence on business success. Students explore the way the work and business environment is changing in contemporary Australia and globally, and the implications this has for current and future work and the work of entrepreneurs. They investigate the ways that enterprising behaviours and capabilities can be used and developed to improve the work and business environments. The emphasis in Levels 9 and 10 is on contemporary issues and/or events in a personal, local, national, regional and global context.
KEY QUESTIONS	
• Why is there a relationship between consumers and producers in the market? • Why are markets needed, and why are governments involved? • Why do consumers and businesses have both rights and responsibilities? • Why is personal, organisational and financial planning for the future important for both consumers and businesses? • How does entrepreneurial behaviour contribute to a successful business? • What factors influence the work environment and why?	• How might the performance of an economy be measured? • What is the link between economic performance and living standards? • Why are there variations in living standards in different economies? • What strategies can be used to manage financial risks and rewards? • How does creating a competitive advantage benefit business? • How can enterprising behaviours and capabilities be used in the workplace? • How do changing workplaces affect workers?

CONTENT

RESOURCE ALLOCATION & MAKING CHOICES

• Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism **(VCEBR011)** • Identify why and how markets may be influenced by government **(VCEBR012)**	• Investigate Australia as a trading nation and its place within Asia and the global economy **(VCEBR020)** • Identify and explain the indicators of economic performance and examine how Australia's economy is performing **(VCEBR021)** • Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations **(VCEBR022)**

CONSUMER & FINANCIAL LITERACY

• Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making **(VCEBC013)** • Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals **(VCEBC014)**	• Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape **(VCEBC023)**

THE BUSINESS ENVIRONMENT

• Explore and observe the characteristics of entrepreneurs and successful businesses **(VCEBB015)**	• Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market **(VCEBB024)**

WORK & WORK FUTURES

• Consider the ways in which work can contribute to individual and societal wellbeing **(VCEBW016)** • Describe the nature and investigate the influences on the work environment **(VCEBW017)**	• Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work **(VCEBW025)** • Examine the roles and responsibilities of participants in the changing Australian or global workplace **(VCEBW026)**

ENTERPRISING BEHAVIOURS & CAPABILITIES

• Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them **(VCEBN018)**	• Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments **(VCEBN027)**

BUSINESS REASONING & INTERPRETATION

• Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions **(VCEBE019)**	• Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions **(VCEBE028)**

ACHIEVEMENT STANDARD

By the end of Level 8, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment. They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.	By the end of Level 10, students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

LEVELS 7 & 8	LEVELS 9 & 10

LEVEL BAND DESCRIPTION

LEVELS 7 & 8

In Levels 7 and 8, students examine the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students' conceptual thinking is developed through four sub-strands:
- Water in the world
- Landforms and landscapes
- Place and liveability
- Changing nations

Water in the world focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Place and liveability focuses on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas.

LEVELS 9 & 10

In Levels 9 and 10, students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students' conceptual thinking is developed through four sub-strands:
- Biomes and food security
- Environmental change and management
- Geographies of interconnections
- Geographies of human well-being

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine 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.

Environmental change and management focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

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.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

KEY QUESTIONS

LEVELS 7 & 8
- How are people's perceptions of places and environments influenced by their reliance on them?
- How do the interconnections between places, people and environments affect the lives of people?
- How do environmental and human processes affect the characteristics of places and environments?
- What are the consequences of changes to places and environments and how can these changes be managed?
- What approaches can be taken to improve the availability of resources and access to services?

LEVELS 9 & 10
- What are the causes and consequences of change in places and environments?
- What are the future implications of changes to places and environments and what management options exist for sustaining human and natural systems into the future?
- Why are interconnections and interdependencies important for the future of places and environments?
- How can the spatial variation between places and changes in environments be explained?

KEY CONCEPTS

LEVELS 7 & 8		LEVELS 9 & 10	
PLACE	The concept of place is about the significance of places and what they are like.	**PLACE**	The concept of place is about the significance of places and what they are like.
SPACE	The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.	**SPACE**	The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.
ENVIRONMENT	The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.	**ENVIRONMENT**	The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.
INTERCONNECTION	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.	**INTERCONNECTION**	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.
SUSTAINABILITY	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.	**SUSTAINABILITY**	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.
SCALE	The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.	**SCALE**	The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.
CHANGE	The concept of change is about explaining geographical phenomena by investigating how they have developed over time.	**CHANGE**	The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

GEOGRAPHICAL KNOWLEDGE

WATER IN THE WORLD	PLACE & LIVEABILITY	LANDFORMS & LANDSCAPES	CHANGING NATIONS	BIOMES & FOOD SECURITY	GEOGRAPHIES OF INTERCONNECTIONS	ENVIRONMENTAL CHANGE & MANAGEMENT	GEOGRAPHIES OF HUMAN WELLBEING
• Classification of environmental resources and the forms that water takes as a resource (VCGGK105) • Ways that flows of water connect places as they move through the environment and the ways this affects places (VCGGK106) • The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences (VCGGK107) • Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa (VCGGK108) • The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109) • Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future (VCGGK110)	• Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111) • Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112) • Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places (VCGGK113) • Influence of social connectedness and community identity on the liveability of places (VCGGK114) • Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (VCGGK115)	• Different types of landscapes and their distinctive landform features (VCGGK116) • Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117) • The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118) • Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119) • The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120) • Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121)	• The causes and consequences of urbanisation, drawing on a study from Indonesia (VCGGK122) • The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences (VCGGK123) • The reasons for and effects of international migration to Australia (VCGGK124) • The reasons for and effects of internal migration in Australia and China (VCGGK125) • The challenges of managing and planning Australia's urban future (VCGGK126)	• Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (VCGGK133) • Environmental, economic and technological factors that influence crop yields in Australia and across the world (VCGGK134) • The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world (VCGGK135) • Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (VCGGK136) • Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137) • Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges (VCGGK138)	• Perceptions people have of place, and how this influences their connections to different places (VCGGK139) • Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140) • Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141) • Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (VCGGK142) • Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143)	• Different types and distribution of environmental changes and the forms it takes in different places (VCGGK144) • Environmental, economic and technological factors that influence environmental change and human responses to its management (VCGGK145) • Environmental worldviews of people and their implications for environmental management (VCGGK146) • Causes and consequences of an environmental change, comparing examples from Australia and at least one other country (VCGGK147) • Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148) • Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country (VCGGK149)	• Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150) • Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151) • Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152) • Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153) • Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154)

GEOGRAPHICAL CONCEPTS & SKILLS

LEVELS 7 & 8		LEVELS 9 & 10	
PLACE, SPACE & INTERCONNECTION	• Explain processes that influence the characteristics of places (VCGGC099) • Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) • Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)	**PLACE, SPACE & INTERCONNECTION**	• Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127) • Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128) • Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)
DATA & INFORMATION	• Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) • Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) • Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)	**DATA & INFORMATION**	• Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) • Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) • Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)

ACHIEVEMENT STANDARD

LEVELS 7 & 8

By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications.

They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.

They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information.

LEVELS 9 & 10

By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.

They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.

They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

LEVEL 7 & 8
THE ANCIENT WORLD TO THE MODERN WORLD

LEVEL 9 & 10
THE MAKING OF THE MODERN WORLD AND AUSTRALIA

LEVEL BAND DESCRIPTION

In Levels 7 and 8, students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE)–c. 650 AD (CE). It also covers the period from the end of the ancient period to the beginning of the modern period, c. 650 AD (CE)–1750. The Ancient period was defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. The period from the end of the ancient period to the beginning of the modern history was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

In this band, students will apply the following historical concepts and skills to the historical knowledge: **sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect, and determining historical significance.**

In Levels 9 and 10, students study the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–present. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. The period 1750–1918 culminated in World War I 1914–1918, the 'war to end all wars'. The history of the modern world and Australia from 1918 to the present, has an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

In this band, students will apply the following historical concepts and skills to the historical knowledge: **sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.**

KEY QUESTIONS

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?
- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II?
- How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

HISTORICAL KNOWLEDGE

ANCIENT WORLD & EARLY CIVILISATIONS 60 000 BC (BCE)–C. 650 AD (CE)

Unit 1 — Aboriginal and Torres Strait and Islander peoples and cultures

This is a mandatory topic.
- How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)
- The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs (VCHHK106)
- The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)
- The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs (VCHHK108)

Unit 2 — European and the Mediterranean world

Choose at least one of the following topics:
- Egypt
- Greece
- Rome

Unit 3 — The Asian-Pacific world

Choose at least one of the following topics:
- India
- China

- How physical features influenced the development of the civilisation (VCHHK109)
- Changes in society and the perspectives of key groups effected by change including the influence of law and religion (VCHHK110)
- Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs (VCHHK111)
- Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs (VCHHK112)
- The role and achievements of a significant individual in an ancient society (VCHHK113)
- The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery (VCHHK114)
- The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery (VCHHK115)

MIDDLE AGES & EARLY EXPLORATION

Unit 1 — European and the Mediterranean world

Choose at least one of the following topics:
- The Vikings (c. 790–c.1066)
- Medieval Europe (c. 590–c.1500)
- The Ottoman Empire (c. 1299–c.1683)

Unit 2 — The Asia-Pacific world

Choose at least one of the following topics:
- Angkor/Khmer Empire (c. 802–c.1431)
- Mongol Expansion (c. 1206–c.1368)
- Japan under the Shoguns (c. 794–1867)
- The Polynesian expansion across the Pacific (c. 700–1756)

Unit 3 — Expanding contacts: discovery and exploration

Choose at least one of the following topics:
- Renaissance Italy (c. 1400–c.1600)
- The Spanish Conquest of the Americas (c. 1492–c.1572)

- The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society (VCHHK116)
- Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power (VCHHK117)
- Perspectives of subject peoples and their interactions with power and/or authority of others (VCHHK118)
- The role and achievements of a significant individual and/or group (VCHHK119)
- One significant challenge and one development faced by the society that caused progress or decline (VCHHK120)

THE MAKING OF THE MODERN WORLD

Unit 1 — Industrial Revolution (1750–1914)

This is a mandatory topic.
- Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia (VCHHK129)
- Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people (VCHHK130)
- Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution (VCHHK131)
- Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication (VCHHK132)

Unit 2 — Australia and Asia

Students investigate the history of either Australia and/or an Asian society in the period (1750–1918)
- Key social, cultural, economic, and political features of one society at the start of the period (VCHHK133)
- Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples (VCHHK134)
- Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates (VCHHK135)
- Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (VCHHK136)
- Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values (VCHHK137)
- Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people (VCHHK138)

Unit 3 — Australia at war (1914–1945): World War I

This is a mandatory topic.
- Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort (VCHHK139)
- Significant places where Australians fought and explore their perspectives and experiences in these places (VCHHK140)
- Significant events, turning points of the war and the nature of warfare (VCHHK141)
- Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK142)
- Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia (VCHHK143)
- Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war (VCHHK144)

THE MODERN WORLD AND AUSTRALIA

Unit 1 — Australia at war (1914–1945): World War II

This is a mandatory topic.
- Causes of World War II and the reasons why Australians enlisted to go to war (VCHHK145)
- Significant places where Australians fought and their perspectives and experiences in these places (VCHHK146)
- Significant events, turning points of World War II and the nature of warfare (VCHHK147)
- Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society (VCHHK148)
- Significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations (VCHHK149)
- Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war (VCHHK150)

Unit 2 — Rights and freedoms (1945–the present)

- Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (VCHHK151)
- Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)
- Effects of the US civil rights movement and its influence on Australia (VCHHK153)
- Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)
- Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)
- Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)

Unit 3 — The globalising world

Choose at least one of the following:
– Popular culture
– The environment movement
– Migration experiences
– Political crisis

- Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society (VCHHK157)
- Causes and developments of the major global influences on Australia (VCHHK158)
- Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia (VCHHK159)
- The perspectives of people and different historical interpretations and debates from the period (VCHHK160)

HISTORICAL CONCEPTS & SKILLS

CHRONOLOGY (Level 7 & 8)
- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097)
- Describe and explain the broad patterns of change over the period from the Ancient to the Modern World (VCHHC098)

CHRONOLOGY (Level 9 & 10)
- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about (VCHHC121)
- Analyse and evaluate the broad patterns of change over the period 1750–present (VCHHC122)

HISTORICAL SOURCES AS EVIDENCE (Level 7 & 8)
- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability (VCHHC099)
- Analyse the different perspectives of people in the past (VCHHC100)
- Explain different historical interpretations and contested debates about the past (VCHHC101)

HISTORICAL SOURCES AS EVIDENCE (Level 9 & 10)
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123)
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values (VCHHC124)
- Evaluate different historical interpretations and contested debates (VCHHC125)

CONTINUITY (Level 7 & 8)
- Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)

CONTINUITY (Level 9 & 10)
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126)

CAUSE (Level 7 & 8)
- Analyse the causes and effects of significant events that caused change and/or a decline over the period (VCHHC103)

CAUSE (Level 9 & 10)
- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127)

HISTORICAL (Level 7 & 8)
- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress (VCHHC104)

HISTORICAL (Level 9 & 10)
- Evaluate the historical significance of an event, idea, individual or place (VCHHC128)

ACHIEVEMENT STANDARD

By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. They evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. They locate and select historical sources and identify their origin, content features and purpose. Students explain the historical context of these sources. They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past using sources. They explain different historical interpretations and contested debates about the past. Students construct an explanation using sources of evidence to support the analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. Students explain the context of these sources to identify motivations, values and attitudes. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values. They evaluate different historical interpretations and contested debates. Students construct and communicate an argument about the past using a range of reliable sources of evidence. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources.

Oxford Big Ideas Humanities 7 Victorian Curriculum
GEOGRAPHY TEACHING PROGRAM AND RESOURCES
UNIT 2: Place and liveability
Chapter 4 Living in Australia

Learning area:

The Humanities:

- GEOGRAPHY

Level: 7	**Suggested time allocation:** 14 hours

KEY QUESTIONS

- How are people's perceptions of places and environments influenced by their reliance on them?
- How do the interconnections between places, people and environments affect the lives of people?
- How do environmental and human processes affect the characteristics of places and environments?
- What are the consequences of changes to places and environments and how can these changes be managed?
- What approaches can be taken to improve the availability of resources and access to services?

GEOGRAPHICAL KNOWLEDGE

- Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111)
- Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112)
- Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places (VCGGK113)
- Influence of social connectedness and community identity on the liveability of places (VCGGK114)
- Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (VCGGK115)

GEOGRAPHICAL CONCEPTS AND SKILLS

Place, space and interconnection

- Explain processes that influence the characteristics of places (VCGGC099)
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)

Data and information

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)

Geographical concepts

Place: The concept of place is about the significance of places and what they are like.

Space: The concept of space is about the significance of location and spatial distribution, the ways people organise and manage the spaces that we live in.

Environment: The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.

Interconnections: The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

Sustainability: The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

Scale: The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

Change: The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

Achievement Standard
By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications.
They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.

They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information.

Assessment

To be devised within each school according to needs and requirements, noting:
Outcomes are applicable to all topics. Some may be more relevant to a particular topic than others. Outcomes may be examined.

Capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social	**Geographical resources:** Maps, Graphs and Statistics, Spatial Technologies, Visual Representations, Fieldwork

ADVICE TO TEACHERS	Comments
Navigating the text The content covered in each section of this chapter closely follows the Geography 7–10 curriculum released by the Victorian Curriculum and Assessment Authority (VCAA) in 2016. By using this chapter as part of your teaching program, you can be assured that you are integrating all of the geographical concepts and skills as prescribed by the VCAA in teaching the Victorian Curriculum. Each section of this chapter is organised according to key inquiry questions from the syllabus. By regularly revisiting these questions as you work through the chapter, asking your students to engage with them, and/or encouraging them to generate their own key questions, you will be embedding an inquiry model of learning. Inquiry learning values process as well as product – moving away from the mere acquisition of facts to the development of deep understandings about concepts and generalisations that are transferable. Every 2- or 4-page topic in this chapter is accompanied by a 'Check your learning' box that can be used flexibly in class or for homework. Questions are organised into the following three categories: Remember and understand; Apply and analyse; Evaluate and create. Answers are provided in the Teacher obook. **Rich tasks** At the end of each section of the Student book is a Rich task. These are designed to allow students to apply the skills and knowledge they have learnt and mastered throughout the preceding section of the Student book to a new case study. They can be used in a variety of ways including assessment tasks or extension activities. **Worksheets** This chapter is supported by a series of worksheets. Worksheet solutions can be found on the Teacher obook. **Interactive modules, videos and weblinks** This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets. **Flashcard glossary** This chapter is supported by an interactive flashcard glossary you can find in the obook. The flashcard glossary can be used flexibly, either in class or assigned for homework/private study. It features key terms from the chapter and encourages students to test their understanding of these terms by turning a series of flashcards. Key terms appear on the front and definitions appear on the back. **assess** Each chapter of the *Oxford Big Ideas Humanities 7 Victorian Curriculum* Student Book includes auto-marking multiple-choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students: • Support (foundation) • Consolidate (standard) • Extend (advanced) Students can review their quiz results to see which questions they answered correctly or incorrectly. Students can improve their results by attempting the quiz again with the challenge of randomised answer options. **Results** Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.	

CHAPTER 4: GETTING STARTED
Chapter opener (pages 112–113)

	Resources	Comments
In Chapter 4 we look at the places Australians choose to live, why they choose to live there and how we connect, in various ways to the places we call home. We examine how ideas of what is a desirable place to live will vary, not only between people of different cultures and backgrounds, but also for each one of us throughout our lifetime. In the second part of this chapter we pay particular attention the idea of community and how communities and how we connect to others around us through the spaces we share. 4A Where do Australians live and why? Every capital city in Australia has a list of hottest, hippest streets and neighborhoods. Some of these include James Street, Fortitude Valley and Tenerife (Brisbane), West End laneways (Adelaide), Leaderville (Perth), West Hobart (Tasmania), Brunswick Street, Fitzroy (Melbourne). To these we can add Crown Street, Surry Hills (Sydney). Many of these suburbs have been transformed from rundown working class areas to buzzing inner city hubs where residents have easy access to everything they need, from food outlets to shopping and galleries. These areas are more likely to attract younger people, many of whom have to live in shared accommodation as the prizes are higher than in surrounding areas. As a group discussion starter, have your students nominate hip neighborhoods in your own city, town or area. Why are these areas trendy and what factors make them 'liveable'? Tips to fuel and guide discussion: • Find maps that allow you to show distance to inner-city amenities such as cafes, galleries and gyms, and to show walking distances to the CBD. Look at bikeway initiatives in cities like Brisbane and Sydney that allow people to ride to work. This is following the European model in cities such as Amsterdam and Copenhagen. • Discuss the conversion of buildings that have been used for other functions (e.g. the wool stores in Tenerife, Brisbane, that were converted to apartments). • Look at the revitalisation of laneways following the Melbourne model. Graffiti art in these areas has been used as a showcase in Melbourne and has become a tourist attraction. Sydney has followed suit by changing alcohol licensing laws to promote small wine bars and bistros in forgotten laneways. Adelaide has likewise restored a mix of 1800s and 1970s heritage architecture in Leigh and Peel streets. The streets have been closed to traffic and the many street art festivals have brought a new vibrancy. The use of secondary data can be a useful way to build geographical inquiry and skills throughout this chapter. Australian Bureau Of Statistics (ABS) census data provide invaluable summaries of some of the key features that can lead us to draw conclusions about liveability of suburbs. Use the ABS QuickStats link (see Resources column) to search by suburb. An interesting way to start off this part of the geography topic can be to watch parts of the SBS documentary series *Once upon a Time in Cabramatta*. A link to the series is provided in the Resources column. This three-	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 112–143); The geographer's toolkit (pp. 4–41) will also be invaluable for the teaching of this chapter. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Weblinks • QuickStats The Australian Bureau of Statistics summary of census statistics for your selected area http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats • Once upon a time in Cabramatta This documentary series details the changes in the Sydney suburb of Cabramatta http://www.sbs.com.au/programs/onceuponatimein/seasons/cabramatta **Warning:** This documentary is rated M and may not be suitable for all students. Other teacher resources • Student book answers • Country statistics database • Chapter 4 Flashcard glossary	

part series details the history of the suburb as a destination for the boat people fleeing the end of the Vietnam War. It reveals the pressures on the young generation born in Australia and the gang drug trade which flourished there in the 1990s. Although the police stopped this drug trade, the suburb still suffers from the perception that crime rates are high, and this perception is not helped by recent gun incidents in nearby Fairfield. This means that it does not rank highly on any liveability ratings. Perceptions of crime link to the safety factor in liveability.

4B How do people connect to places?

In this section we explore the idea of community and how being part of a community can enhance liveability. In preparation for this topic students should be asked to consider communities that they belong to. They should consider the types of communities listed on page 132 of the Student book and sort their identities into these different categories.

DIFFERENTIATION WORKSHEETS

Each Rich task in the Student book is accompanied by a set of Differentiation worksheets that can be completed by students in the classroom or as homework, depending on your needs.

Each Differentiation worksheet comes in three versions to suit students at various levels. They can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development.
The three versions are:

- Support (for students 'below level')
- Consolidate (for students 'at level')
- Extend (for students 'above level')

The Differentiation worksheets can be found in each Rich task and in the Teacher resources tab of the Teacher obook.

Section 4A
Topic 4.1 (pages 114–115)
Why we live where we do

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments

Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111)	Explain processes that influence the characteristics of places (VCGGC099)
	
	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)
	
	Geographical concepts
	• Place
	• Space
	
	Geographical resources
	• Visual representations
		TEACHING STRATEGIES
		Students' perceptions of liveability will depend on their existing knowledge of the world and may be influenced by cultural background and family history. Students should be encouraged to consider factors such as safety, affordability, and access to activities enjoyed.
		
		ADDITIONAL ACTIVITIES
		Activity 1 Spot the liveability factors
		Present images sourced from the Internet (or ask students to locate these themselves) showing scenes of inner-city cafes with pavement tables and chairs, bikeways, and people walking dogs in central parks. Give students photocopies of these scenes and ask them to annotate the scenes with key liveability factors you have written on the board.
		
		Activity 2 Alternative liveability factors
		Some hip suburbs like Newtown (in Sydney), Northcote (in Melbourne) and Braddon (in Canberra) are not located in inner-city CBD locations. Have students research the liveability options in one of these areas and suggest why they are still considered very liveable. In planned cities like Canberra the distance of the suburban cores from the employment areas and CBD mean that people have personal space. However, cars are essential in the absence of quick and reliable public transport.
		
		Activity 3 How liveable is your local area?
		Organise a walk around the area that your school is located in. Ask students to consider whether the area is considered liveable. Why or why not? What factors make it so?
		
		FOR YOUR INFORMATION
		The Australian Concise Oxford Dictionary defines liveable as: fit to live in, worth living, companionable; easy to live with.
		
		DIFFERENTIATION
		For less able students:
		Less able students should be guided through Question 1 of Check your learning 4.1 to ensure they have a sound understanding of the definition of the word 'liveability'. Brainstorm a range of words on the concept of
			Student book
			Oxford Big Ideas Humanities 7 Victorian Curriculum: Place and liveability (pp. 114–115); The geographer's toolkit (pp. 4–41) will be invaluable throughout the course.
			
			Atlas
			Oxford Atlas for Australian Schools (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.
			
			Interactive map
			Australia: Population distribution
			
			Weblinks
			• QuickStats
			  The Australian Bureau of Statistics summary of census statistics for your selected area
			  http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats
			
			Other teacher resources
			• Student book answers
			• Chapter 4 Flashcard glossary	

		liveability. Write these on the board for all students to view. With this knowledge, all students should be able to progress through the review questions. For more able students: More able students should be encouraged to explore Question 7 in depth and perhaps do a short research task by interviewing an older person about their perceptions on liveability.		

Section 4A
Topic 4.2 (pages 116–117)
Where early Indigenous Australians lived

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111)	Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Geographical concepts • Place • Space	TEACHING STRATEGIES The Aboriginal and Torres Strait Islander totems adopted by each group reflect their place in Australia by representing local animals, available food (bush tucker), music, art and ritual body markings. They offer an intriguing bridge into local cultures. It is suggested that studies in any one of these areas like bush tucker or art will involve Dreaming stories to catch the imagination and provide a link to the local culture. An initial activity could be to research totems from various regions of Australia and explain how they are connected to the place. ADDITIONAL ACTIVITIES Activity 1 Indigenous languages This activity will take about 30 minutes of class time to complete. This is based on a class size of 24 divided into six groups. If you allow individuals or pairs to participate and present, it will take longer. The activity is designed to display the variety of Indigenous languages and different foods. It will be helpful to have illustrations ready to show the students what the animals look like. Students may be unfamiliar with coral cod and mullet. In addition, students will find the appearance and feeding habits of the dugong intriguing. You could expand the activity by 10 minutes if you draw the food chain of the Great Barrier Reef and point out where each animal fits in. Examples of Indigenous languages include Meriam Mir, which is spoken throughout the eastern Torres Strait Islands; the language of the Kuuku Ya'u, which is spoken on part of the Cape York Peninsula; and Wulguru, which is spoken around Townsville. The table below lists a few marine terms in these languages, sourced from the Reef Education Network (see the weblink to this site in the Resources column).	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 116–117); The geographer's toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Outline map Australia Weblinks • Indigenous languages map http://www.abc.net.au/indigenous/map/ Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

- Environment

Geographical resources
- Maps
- Graphs and statistics
- Visual representations

Capabilities
- Critical and creative thinking
- Ethical understanding
- Intercultural understanding

Indigenous marine terms				
Marine animal	octopus	whale	shark	crayfish
Miriam Mir	*arti*	*galbol*	*beizam*	*keiar*
Marine animal	barramundi	coral cod	red bream	stingray
Kukuu Ya'u	*yalntati*	*wukuturu*	*puutaawu*	*luntita*
Marine animal/feature	Great Barrier Reef	turtle	black bream	mullet
Wulguru	*murgur*	*yangugan*	*giiba*	*dhandduru*

Source: Reef Education Network

Create a game by allocating a marine term to each member of the class or a number of terms to a team. Give the class 10–15 minutes to learn the terms. Nominate a student to come to the front and, through charades, students are to guess which term is being depicted. The first student or team to complete the table wins.

Alternatively, complete a new table with half the marine terms completed and the other half with Indigenous names completed. Issue a copy to each student or team. Have individuals or teams complete the table without reference to the original. The first individual or team to finish wins. For less able students, reduce the number of terms to learn or allow them to use the completed table to play the game.

Activity 2 Learn about bush tucker
The activity is designed to teach the use of the rainforest and bush for collecting native fruits and how Indigenous people survived in very difficult conditions. The activity also illustrates how Indigenous knowledge is used by non-Indigenous Australians in modern cooking.

This activity will take about 50–60 minutes of class time to complete. This assumes that you can book school cooking facilities or can use a microwave oven or traditional oven. It also assumes that ingredients will be ready for use. Test the recipes beforehand to ensure success on the day.

Bush tucker recipes and ingredients are easily available online. If you have a school kitchen, organise the class into teams to prepare bush tomato, lemon myrtle and wattle-seed muffins.

FOR YOUR INFORMATION
The various cultural areas shown in Source 1 designate certain locations for tribal groups. These tribal groups adopted **totems**, which were objects found in nature and used as family or tribal emblems. This was similar to

the way a coat of arms was used by European clans and families. However, in Europe the emblem did not always reflect an association with the land.

The Indigenous totems reflected the local region, whether it be coastal, inland, mountainous or on the plain. In the Shelbourne Bay area of East Cape York region, for example, the diamond stingray, called a *yama* by the Withathi tribe, is a totem used for ritual ceremonies and clan gatherings. In these ritual ceremonies, the music, dance and body markings all reflected the totems and connections to the land, and spelt out the Dreaming stories telling how the land was created in the beginning and of the special ancestral spirits represented in the land and animals. Their songs are like mental maps, carrying the stories of the various regions and handed down through the generations. Pendants based on the totem were worn at the ceremonies. They were made of timber and shells, which reflected local land. For example, East Cape York tribes would use turtle shells.

To Indigenous Australians, each type of food and animal has a religious significance. In the harshest regions there are only eight vegetable and fruit varieties collected, including berries, seeds, native tomatoes, wild fig and quandong. In a drought year there may be only three varieties available. The tropical coasts offer the richest food sources. Mangrove wetlands provide crabs, shellfish, plant shoots and worms, and the sea offers the greatest source of food in fish. Rainforests of Cape York offer nuts, figs, wild gingers, wild bananas and wild palms. Many species of yams are also eaten. The dugong is hunted particularly on the west coast of Cape York and north-east Arnhem Land. The following book is a useful reference on bush tucker: Jennifer Isaacs, *Bush Food*, JB Books, 1997.

DIFFERENTIATION
For less able students:
Select totems from a part of Australia and ask students to paint them.

For more able students:
Using the following statistics on Australia's Indigenous population (based on 2011 Census counts) and the map in Source 1 in the Student book, ask students to answer the questions below.

Indigenous population by state and territory, 2011

State/ Territory	Aboriginal and Torres Strait Islander peoples	Non- Indigenous (*)	Proportion of population – Aboriginal and Torres Strait Islander peoples

	no.	%	no.	%
NSW	172 624	31.5	6 917 658	2.5
Vic.	37 991	6.9	5 354 040	0.7
Qld	155 825	28.4	4 332 737	3.6
SA	30 431	5.5	1 596 570	1.9
WA	69 605	12.7	2 239 170	3.1
Tas.	19 625	3.6	495 350	4.0
NT	56 779	10.4	211 944	26.8
ACT	5 184	0.9	357 219	1.5
Australia	**548 370**	**100.0**	**21 507 719**	**2.5**

(*) Includes people who did not state their status.
Source: ABS cat. no. 2075.0

Indigenous population by capital city and rest of state, 2011

Capital city/rest of state	Proportion of Aboriginal and Torres Strait Islander peoples	
	within capital city (%)	within rest of state areas (%)
Sydney (NSW)	31.7	67.8
Melbourne (Vic.)	47.4	51.8
Brisbane (Qld)	26.9	72.6
Adelaide (SA)	51.3	48.2
Perth (WA)	38.9	60.4
Hobart (Tas.)	35.1	64.5
Darwin (NT)	19.6	80.2
Canberra (ACT)	99.5	0.5

Source: ABS cat. no. 2075.0

1   What proportion of Australia's population is Aboriginal and Torres Strait Islander?
2   What is the distribution of Indigenous people by state/territory?
3   What proportion of Indigenous people live in capital cities?
4   What states have the highest proportions of Indigenous people living outside the capital city?
5   What, if any, conclusions can be drawn about how the distribution of Aboriginal and Torres Strait Islanders has changed since 1788?

Section 4A
Topic 4.3 (pages 118–119)
Where modern Australians live

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) Geographical concepts • Place Geographical resources • Maps • Fieldwork • Spatial technologies • Visual representations Capabilities • Critical and creative thinking	TEACHING STRATEGIES To start of this lesson it could be useful to ask students to research the liveability of their own suburb or town on QuickStats – the ABS Census data website. It will supply a variety of demographic and other population characteristics. ADDITIONAL ACTIVITIES Activity 1 Study density maps Have students access a population distribution and density map of Australia (see Resources column and to use this to describe modern Australia's population distribution. Here are some questions that students should be encourage to answer through their research: • What do the dots show? • How many cities are there in Australia with over 1 million people? • How many cities are there in Australia with over 100 000 people? • Account for the string of town between Adelaide and Perth. • Can you find other examples of unusual urban patterns? FOR YOUR INFORMATION Victor Harbor, located on the South Australian coast, is home to Australia's most aged community. In the 2011 Census, 35.7 per cent of Victor Harbor's population was 65 years or older, compared to the Australian average of 14 per cent. (Refer to pages 66–67 of the *Oxford Atlas for Australian Schools* for a detailed case study of Victor Harbor: A liveable community). DIFFERENTIATION For less able students: Less able students would benefit from some literacy support to help them navigate the new terms in this topic. Encourage students to create a glossary of terms: liveability, infrastructure, perceptions, ethnic origin, uninhabitable, lifestyle factors, suburb. For more able students: More able students would benefit from creating a glossary of terms too, but should be encouraged to include their own list of terms.	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 118–119); The geographer's toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Page 100 in the *Oxford Atlas* includes a Population Density and Distribution map of Australia. Interactive map Melbourne: Access to shops Weblinks • QuickStats The Australian Bureau of Statistics summary of census statistics for your selected area http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Section 4A
Topic 4.4 (pages 120–121)
Living in large cities

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111) Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112)	Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical	TEACHING STRATEGIES A good way to start this lesson would be to have the class list the type of land uses present in the rural–urban fringe of your town or city and see how typical they are. ADDITIONAL ACTIVITIES Activity 1 Create a population pyramid This activity will take about 50 minutes of class time to complete, particularly if you choose to find the age profile of your suburb and have the students construct an age pyramid. The activity is designed to integrate the use of population pyramids and illustrate how important they are for planning authorities in the appropriate and optimum allocation of resources. The ABS QuickStats website provides profiles of age distributions per suburb (see the weblink in the Resources column). Ask students to research the site for information that can be used to construct a population pyramid for your suburb. When this is done you can discuss with the class any special challenges the distribution may give to the local council for planning. For example, if there is a large proportion of senior citizens, special aged care centres may have to be provided in their building zones. Activity 2 'Sprawlanta' This activity will take about 40 minutes of class time to complete. It is designed to show what happens when urban sprawl goes unchecked. Its effect on liveability is profound. In contrast, planned communities offer real advantages. The city of Atlanta in the United States is often cited as the city suffering most from urban sprawl. Watch the online video 'Sprawlanta' with the class (running time is 9.46 minutes). A link to this video is provided in the Resources column. Once students have viewed the documentary, have them answer the following questions: 1 Where is Atlanta situated in the United States?	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 120–121); The geographer's toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Worksheets • Student worksheet: 4.4 Liveability in Australia's rural–urban fringe Interactive map • Australia: Population distribution Weblinks • Brisbane Urban Growth Model This paper argues that local government has increased responsibilities for urban and infrastructure planning as urbanisation accelerates. It proposes that the model of integrated sustainable urban and	

| protocols (VCGGC102)

Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)

Geographical concepts
• Environment
• Interconnection

Geographical resources
• Graphs and statistics
• Visual representations

Capabilities
• Critical and creative thinking

2   Define urban sprawl.
3   What factors have encouraged the outward growth of suburbs in Atlanta?
4   Describe the appearance of the motorways. How are they dangerous for pedestrians?
5   What are the advantages and disadvantages of living in these suburbs?
6   How similar in design appearance are these suburbs to our own in Australia?
7   The newly designed Glenwood Park development offers many of the key liveability factors. What are these?
8   Would you prefer to live in urban sprawl suburbs or in an integrated development like Glenwood Park? Explain why.

FOR YOUR INFORMATION
In the past there has been little or no coordination of the provision of services and facilities for the new housing estates on the edge of cities. New residents had little or no access to public transport or job opportunities. They had no choice but to use cars. This has led to congestion and pollution. Young families were left isolated on the estates during the day.

There is a new attitude in planning, such as the 'Brisbane Urban Growth Model', which promotes the integrated development of infrastructure, land use planning and economic concepts. A link to information on this is provided in the Resources column. This includes population and employment forecasts. State governments are now directing new developments into growth zones that have better access to rail lines and motorways.

In New South Wales this is in the south-west and north-west of Sydney. Here they can better develop infrastructure, community services, facilities and encourage job opportunities in an integrated manner. Look at which areas in your state the government has nominated as growth zones in the large cities and how the authorities are planning public transport, roads to assist access for the new growth and also to promote job opportunities. Logan City, situated between Brisbane and the Gold Coast in Queensland, has been one of the fastest growing council areas in Australia. It has a current population of 300 617, which is very similar to Blacktown, Sydney.

Logan City has been growing at a rate of around 2 per cent per year. There are 215 different ethnic groups (with 26.1 per cent of all residents born overseas). The age profile is very young, with the median (most common) age being 33. Furthermore, about 31 per cent are under 20 years of age.

infrastructure planning adopted by Brisbane City Council can act as a model for other local governments.
http://eprints.qut.edu.au/20707/

• 'Sprawlanta'
A light-hearted, entertaining documentary that looks at causes and effects or urban sprawl in the city of Atlanta, USA
http://www.americanmakeover.tv/episode1.html

• QuickStats
The Australian Bureau of Statistics summary of census statistics for your selected area
http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats

Other teacher resources
• Student book answers
• Chapter 4 Flashcard glossary

Youth present special challenges for the council in providing recreational facilities, schools and job opportunities. Community organisations have had to work hard to keep peace among various ethnic groups.

DIFFERENTIATION
For less able students:
Look at the photographs of Blacktown on the Blacktown Council website. A link to this website is provided in the Resources column. Assist the students to list the various community facilities that make this a pleasant place to live.

For more able students:
Look at urban designs in new suburban developments in your own town or city. Many houses build in these new developments are jokingly referred to as McMansions. Describe this architectural style and comment on its best and worst features.

Was there cooperation between developers and state governments and/or councils in planning infrastructure, job opportunities, community services, schools, hospitals, open spaces and their design, including pedestrian pathways and bike pathways?

Some new housing developments like the Stockland development at Penrith, Sydney, have used sustainability as a selling feature. They feature water tanks, recycling of waste water, solar energy, drip irrigation systems for gardens. All runoff is fed through a pond-cleansing system that ensures that water entering the nearby Nepean River is clean. How sustainable are developments near your school?

Section 4A
Topic 4.5 (pages 122–123)
Living in rural areas

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111) Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112)	Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Interconnection	TEACHING STRATEGIES Population in rural locations outside capital cities has been increasing slightly; however, small towns under 10 000 are declining. It is suggested that a good place to start is to investigate which small towns are declining and name some of them in regional areas of your region. Most of those declining are in the wheat–sheep belt, the dry grazing areas and the mining centres where mines have closed. At the same time look at those small towns that are increasing in population and explain why. ADDITIONAL ACTIVITIES Activity 1 Promote Northam living This activity will take about 50 minutes of class time to complete. It is designed to make students think about the attractions of rural towns. Development of promotional strategies in teams will encourage cooperative learning. Ask students to find the town of Northam near Perth in Western Australia on Google Earth, to tour the streets and the local river and to list what they find attractive. Students should also define the key liveability factors that they see. Ask students to imagine that the Northam planning department has asked them to be a part of a team travelling to Perth to promote the great benefits of living in Northam. They have been given funds to launch a campaign to attract people to move from the city to this rural town. Students should work in pairs to develop a promotional strategy. As part of this activity, students should: Nominate liveability factors to highlight in the campaign. Develop some catchy slogans. Draw the slogans on cardboard with illustrations. Alternatively, develop an animated PowerPoint presentation with theme music. Develop a short script you can use to highlight the benefits of moving to Northam. Students should also consider things like whether they want to advertise their campaign in newspapers and on television, have celebrity endorsements, promote through social media, etc. When they are done students should present their promotional strategy to	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 122–123); The geographer's toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Weblinks • Australian Bureau of Statistics (ABS) – Small towns: which ones are in decline? A weblink to an ABS article on population distribution, 'Small towns: which ones are in decline?' (4102.0 – Australian Social Trends, 1998) http://www.abs.gov.au/A USSTATS/abs@.nsf/2f7 62f95845417aeca25706 c00834efa/1d90c1ef4ac9 28d5ca2570ec0018e4f7! OpenDocument • Article – The slowly dying towns of NSW A weblink to The Sunday	

	Geographical resources • Maps • Visual representations	the class. What promotional does the class think will be the most successful? Why? FOR YOUR INFORMATION As the population of a small rural town declines, its liveability also declines. When services like banks and post offices close, a downward spiral begins. An Australian Bureau of Statistics article, 'Small towns: which ones are in decline', describes decreasing population and distribution of small Australian towns, and more recent newspaper articles also point to this trend (see weblinks in the Resources column for all these sources). In Victoria it is the inland areas of the wheat–sheep belt in the central west and central southern regions. It names Charlton, Ararat and Beaufort as examples of declining service centres. Towns in the Latrobe Valley were also named due to the decline of open-cut mining of coal. In Western Australia, small towns were declining in the central west region. These were also sheep-farming areas. The Northam Regional Centre Growth Plan is a Western Australian state government-sponsored plan intended to take pressure off the city of Perth. (There is a weblink to a report on this plan in the Resources column.) It encompasses plans for Northam itself and a total of nine 'supertowns' in the Avon subregion. Projections are to raise the population from 20 000 in the next 20 years and make it a regional centre. Coastal towns attract population as it is perceived that living costs such as rents are cheaper. The lifestyle is also attractive. If the towns are tourist destinations, the hospitality industry offers employment. Other areas such as the Hunter Valley in New South Wales and the Barossa Valley in South Australia offer employment in the winemaking industry as well as tourism. State governments are promoting moves to smaller rural communities, suggesting there is cheap housing, a healthy lifestyle and a stronger sense of community. Some have offered incentives of $10 000 to city dwellers moving to a rural area for a job. It is the larger regional centres that are booming. They offer better access to health and educational facilities. DIFFERENTIATION The activity of creating a promotional campaign suits students at all levels but it is suggested to pair up less able students with more able students for support in this exercise.	Telegraph article by Jim O'Rourke, 'The slowly dying towns of NSW', 18 May 2014 http://www.dailytelegraph.com.au/news/the-slowly-dying-towns-of-nsw/story-fni0cx4q-1226920400749 • Article – Dwindling numbers cause for concern in small towns A weblink to ABC News article by Jacob Kagi, 'Dwindling numbers cause for concern in small towns', 28 January 2013 http://www.abc.net.au/news/2013-01-28/dwindling-numbers-cause-for-concern-in-south-west/4484634 • Article – Our shrinking towns A weblink to The Land article by Mike Foley, 'Our shrinking towns', 28 September 2013 www.theland.com.au/news/agriculture/general/towns/2672726.aspx • Northam Regional Centre Growth Plan A weblink to a report that provides details and images related to the Northam Regional Growth Centre Plan in	

			Western Australia http://www.northam.wa.gov.au/Assets/Documents/Content/supertowns/NORTHAM-REGIONAL-CENTRE-GROWTH-PLAN-Final.pdf Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Section 4A
Topic 4.6 (pages 124–125)
Living in coastal areas

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111) Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112)	Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Analyse maps and other geographical data and information using digital and	TEACHING STRATEGIES The 'sea change' phenomenon can be viewed as a migration flow prompted by push and pull factors. As an initial activity for students to get them thinking about this concept, ask them to brainstorm push and pull factors leading people to move to coastal areas from major cities. Some sample responses are provided below. Push factors: • congestion in major cities • pollution • high stress, fast city life • high housing and rent prices. Pull factors: • relaxed, casual lifestyle • recreational facilities • open space • close to the sea, back to nature • housing and rent affordability. ADDITIONAL ACTIVITIES Activity 1 Marketing the coast This activity will take about 40 minutes of class time to complete. It is designed to highlight reasons behind higher socioeconomic groups moving to coastal towns. The use of an AVD will assist in this activity. Students should imagine you have been appointed as the marketing manager for a new apartment development near Noosa Heads. They should create an AVD (see 'The geography toolkit') to highlight the key factors that will attract buyers from the cities in all states. This is a luxury development with a large pool. There is a selection of two- and three-bedroom apartments and, of course, a penthouse. Students should visit websites the research prices and work out what prices they can charge for the apartment. Students should consider their target market by age and income group. FOR YOUR INFORMATION In June 2009, Queensland's population was 4 425 100. The south-eastern	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 124–125); The geographer's toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. A case study of a coastal community, Victor Harbour, is examined on pages 66-67 of the *Oxford Atlas*. Weblinks • Queensland holidays The official tourism site for Queensland, Australia www.queenslandholidays.com.au • Realestate website www.realestate.com.au Other teacher resources	

	spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Environment • Interconnection • Change Geographical resources • Maps • Spatial technologies • Visual representations Capabilities • Critical and creative thinking	corner of the state including Brisbane, the Gold Coast, the Sunshine Coast and west Moreton Bay accounted for two-thirds of the state's population. The fastest growing parts over the last eight years were the Gold Coast (3.6 per cent), the Sunshine Coast (3.4 per cent) and Mackay (2.9 per cent). DIFFERENTIATION For less able students: Less able students can be asked to draw the house they would like to live in at Noosa Heads in Queensland. They should label the main features of the house and include some sustainable features such as solar panels, a water tank and recycling waste water. For more able students: More able students can be asked to design an apartment complex by the sea at Noosa. This is a small low-rise development featuring two- and three-bedroom apartments with a swimming pool. Features should include open space, landscaped gardens and sustainable elements. Students should try to design apartments to capture cross-flow of air to minimise the need for air conditioners. They should also try and make the design fit into the environment.	• Student book answers • Chapter 4 Flashcard glossary	

Section 4A
Topic 4.7 (pages 126–129)
Living in remote areas

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111) Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) Geographical concepts • Place • Environment	TEACHING STRATEGIES An interesting way to start this lesson is to ask students to imagine the most remote places on earth that humans live. There is no definitive list, but here are some of the most remote places on Earth for students to investigate: • Palmerston, Cook Islands • Tristan da Cunha, South Africa • Bakhtia, Siberia • Kake, Alaska • Lajamanu, Australia • Easter Island, Polynesia • Longyearbyen, Norway • Medog County, China • La Rinconada, Peru • Socotra Island, Yemen FOR YOUR INFORMATION Yuendumu has one of three Northern Territory solar power stations. Supplying power to their communities, the stations are home to 30 dish-shaped mirrors. Light striking the mirrors is reflected onto solar cells. The three stations can generate over 700 kilowatts of power. The solar stations have helped to reduce the reliance on diesel generators – saving money and greenhouse emissions.	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 126–129); The geographer's toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Worksheets • Student worksheet: 4.7 Jobs in remote areas Weblinks • A photo of Yuendumu solar power station http://www.pawmedia.com.au/library/yuendumu-solar-power-station-314xxxxx Other teacher resources • Student book answers • Chapter 4 Flashcard	

				glossary	
	• Interconnection • Change Geographical resources • Maps • Spatial technologies • Visual representations Capabilities • Critical and creative thinking				

4A RICH TASK (pages 130–131)
Living on Macquarie Island

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGGK111)	Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)	TEACHING STRATEGIES The Australian Antarctic Division website features webcams that deliver current images of a number of its stations including Mawson and Casey. On one winter's day in August, temperatures at Mawson ranged from –11 degrees Celsius to –19 degrees Celsius over a 24-hour period. Wind strength was 13 kilometres per hour. The camera showed good visibility. At Casey it was a very different picture. Temperatures ranged from –13 degrees Celsius to –22 degrees Celsius. Wind was much stronger at 111 kilometres per hour and there was nil visibility as it was snowing heavily. An intriguing time-lapse camera showed conditions over a period of 24 hours. This revealed the low angle of the sun and short hours of sunlight. Have your students watch the webcams and record weather conditions for at least two stations. Note the month of the year and, if in spring or summer, compare to winter conditions. This is an excellent time to introduce **diurnal temperature**. This is the range of temperature over 24 hours. In semi-arid or desert conditions like the mining communities in Western Australia, temperatures during the day can rise above 40 degrees Celsius and fall dramatically in the evening to very cold temperatures. This is caused by a lack of cloud cover during the day to keep the warmth. If the temperature reached 42 degrees at 2 pm and fell to 8 degrees at 11 pm, the diurnal range of temperature would be 34 degrees. Give the class some other examples to calculate. On the Antarctic webcam at Mawson station the highest temperature was –11 degrees Celsius and the lowest was –22 degrees. Note that both figures are negative so the diurnal range was 11 degrees Celsius. Ask the students to check current conditions at Mawson and calculate the diurnal temperature range. ADDITIONAL ACTIVITY	Student book *Oxford Big Ideas Humanities 7:* Place and Liveability (pp. 130–131); The Geography Toolkit (pp. 4–41) will also be invaluable throughout the course. Atlas *Oxford Australian Curriculum Atlas* (pp. 38–57) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets Differentiation worksheets: 4A Living in Australia Weblinks • Australian Antarctic Division The official website of the Australian Antarctic Division http://www.antarctica.gov.au/ • Australian Antarctic Division – life on Casey station A weblink to the Australian Antarctic Division's video	

Watch the video on life at Casey station on the Australian Antarctic Division website. A weblink is provided in the Resources column. Before you start, locate Casey.

After students have seen the video, ask them to answer the following questions:

1. How many months do winter conditions last? (*Answer:* eight months)
2. There are carpenters, electricians, diesel mechanics and plumbers at Casey. What are their jobs at the station? (*Answer:* The tradesmen are involved in maintenance work to keep the station and all its equipment operating, which supports the scientists in their work.)
3. Describe the other key jobs shown. (*Answer:* meteorologist, chef, doctor, communications officer)
4. How long is a tour of duty, and in which month does it usually start? (*Answer:* 11 months, in November)
5. What kind of experiments are conducted? (*Answer:* weather, animal behaviour, geology)
6. What are the obvious challenges of this isolated community? (*Answer:* climate, distance from family, lack of a broad choice of entertainment, dangers of ice and snow, limited health services)

DIFFERENTIATION

For less able students:

Look for Frank Hurley photographs of Douglas Mawson's Australasian Antarctic Expedition (1911–14) and Ernest Shackleton's Imperial Trans-Antarctic Expedition (1914–17) ship *Endurance* trapped in ice. Also look at his wonderful photos of penguins and dogs. Have the students write a short adventure story based on the photographs. Research the epic escape of Shackleton's expedition and tell them the real adventure tale.

For more able students:

- Have students study change over time. This can be done by looking at Captain Robert Falcon Scott's expedition to the South Pole in 1911, Shackleton's expedition, and then Mawson's expedition for Australia. Read Shackleton's diary entries, which describe how harsh the conditions were. Frank Hurley was on both the Mawson and Shackleton expeditions and captured the great beauty in the Antarctic, but also the great dangers. Students can compare liveability in the Antarctic in 1911–15 and now.
- For those who want to go further, read excerpts from Douglas Stewart's 1936 radio play The Fire on the Snow. This tells the story

gallery, which includes a short video (5.53 minutes) called 'Living at Casey Station in winter'
http://www.antarctica.gov.au/news/video

Other teacher resources
- Student book answers
- Differentiation worksheet answers
- Chapter 4 flashcard glossary

		of Scott's tragic race for the South Pole.		

Section 4B
Topic 4.8 (pages 132–133)
Connecting through communities

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Influence of social connectedness and community identity on the liveability of places (VCGGK114)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Geographical concepts • Interconnection Geographical resources • Maps • Graphs and statistics • Spatial technologies • Visual representations Capabilities • Critical and creative thinking • Ethical understanding • Intercultural understanding	ADDITIONAL ACTIVITIES Activity 1 Communities of practice – Shemiz clothing, Cai Lay, Vietnam This activity will take about 20 minutes of class time to complete. It is designed to have students look at a community of practice abroad. The people of Cai Lay have a much lower standard of living; however, they share a supportive community. The additional primary data collection activity should take about 40 to 45 minutes and is designed to show the different communities within the class. It also introduces students to the skill of primary data collection. Shemiz is an Australian-owned wholesale clothing company that produces children's and women's wear. One partner is Vietnamese–Australian and the other is Maltese–Australian. The factory was built about 14 years ago in Cai Lay, which is about two hours' drive south-west of Ho Chi Minh City on Highway 1. This is the main road to and through the Mekong Delta. The Cai Lay district has a population of 320 000 and is chiefly a rich agricultural region for growing rice and fruits. The clothing factory offers diversified employment to about 100 locals who live in the small town on the highway or on the nearby farms. The clothes are sold around Australia but are made in Vietnam to take advantage of lower wage costs and the highly developed craft skills of Vietnamese culture. Fabrics are mostly sourced from Vietnam and China, with some imports from Italy. In particular, Vietnamese silk is used and it is often handpainted. Some detailing such as smocking for the children's wear is sent to the Philippines for specialist work. This shows how truly global manufacturing has become. In 2010, a celebration was held to mark the tenth anniversary of the Shemiz clothing factory. A huge outdoor lunchtime feast was prepared at the factory. This included roasting a whole pig on a spit. Members of the town council and the chief of police were invited to the celebration. There were speeches, toasting and dancing to a live band. The factory owners were grateful to the local community of workers who supported them. The workers and owners displayed features of a community of practice.	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum*: Place and liveability (pp. 132–133); The geography toolkit (pp. 4–41) will also be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Weblinks • Google Earth A weblink to Google Earth, a virtual globe, map and geographical information program https://earth.google.com • Satellite map of Cai Lay, Vietnam A weblink to a satellite map of Cai Lay, Vietnam http://www.maplandia.com/vietnam/tien-giang/cai-lay/cai-lay	

Apart from the lunch, the owners also organised a large bus to take the workers overnight to Vung Tau, a coastal resort. This was three hours' drive away, south-east of Ho Chi Minh City. This would not be extraordinary to us in Australia; however, none of the Vietnamese factory workers had ever seen the sea, nor slept in a western-style bed, nor stayed in a hotel.

Ask students to find Cai Lay, Ho Chi Minh City and Vung Tau in an atlas and on Google Earth

.
1   What is the latitude of the Cai Lay region?
2   Describe the landscape as seen on Google Earth.
3   This climate is described as monsoonal with two distinct seasons. When is the hot dry humid season? When is the hot wet humid season?
4   When are the best months for a tourist to visit southern Vietnam?
5   The weather in this region is hot and humid for many months of the year. Yet it is one of the most fertile agricultural regions in the world. Why do you think most Australians would give it a low liveability rating?

Activity 2 Primary data collection
This activity will take about 40 minutes of class time to complete. It is designed to teach collecting, processing and analysing primary data.

Ask students to investigate community of purpose and practice within their class.

Consider the following questions for ethical protocols. If any questions breach privacy or are too personal, please replace them.
Suggested questions:

Community of purpose	Tick the correct answer	
	Yes	No
1 Are you a member of any organisation that helps others?		
2 If your answer is yes, nominate the activity.		
a Surf lifesaving		
b Volunteer charity collections		
c School charity drives		
d Name others		

- CIA World Factbook – Vietnam
  A weblink to the CIA World Factbook on Vietnam, which features a map, photos and descriptions of Vietnam's geography, people, economy and more
  https://www.cia.gov/library/publications/the-world-factbook/geos/vm.html

- Australian Government aid to Vietnam
  A weblink to the Australian Government's Department of Foreign Affairs and Trade (DFAT) website page about aid to Vietnam
  http://aid.dfat.gov.au/countries/eastasia/vietnam/Pages/home.aspx

Other teacher resources
- Student book answers
- Chapter 4 Flashcard glossary

Community of practice	Tick the correct answer	
Have you been involved in any of the following activities?	Yes	No
a Sporting		
b Music		
c Scouting/girl guides		
d Church youth group		
e Name others		

Have students tally 'yes' and 'no' responses and record the results. See if there are any similarities in responses to 'Name others'.

Students should then draw conclusions about what proportion of students are involved in communities of purpose and communities of practice. They can then comment on whether there are common activities and name them, or if the activities are diversified with little or no common thread.

DIFFERENTIATION
For less able students:
Less able students can look at the CIA World Factbook website for Vietnam (see the Resources column for a weblink). How many measures of standard of living can they find? Ask them to compare these to Australia's to consider liveability.

For more able students:
More able students can research the role of Vung Tau in Australian history during the Vietnam War in the 1970s. (Answer: It was a recreational area where troops were able to rest and recover.)

More able students can also look at the Department of Foreign Affairs and Trade (DFAT) website to see how much foreign aid Australia gives to Vietnam (see the Resources column for a weblink). Ask students to reflect on this and see how this aid is spent. Do they think this is beneficial in improving liveability for the Vietnamese? Student should explain and justify their answers.

Section 4B
Topic 4.9 (pages 134–135)
Community identity

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Influence of social connectedness and community identity on the liveability of places (VCGGK114)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) <u>Geographical concepts</u> • Place • Interconnection • Scale • Change <u>Geographical resources</u> • Graphs and statistics • Visual	TEACHING STRATEGIES A good way to start off this lesson is to, as a class, brainstorm the different community identities present in your suburb, town or area. It can be cultural identity, religious identity or even identities based on common interests like supporting a sports team. ADDITIONAL ACTIVIES <u>Activity 1 Visit a community hub in your area</u> Based on the brainstorming session that started off the lesson, pick one community group with an extra-large presence in your local area. Plan a field trip to a place of importance for this community group. Students should also consider the ways that this group influenced your area, including things like restaurants, community halls, cultural festivals, religions bookshops, etc. FOR YOUR INFORMATION The City of Melbourne website has a useful portal about multicultural communities. A weblink to this portal is listed in the resource column. DIFFERENTIATION For less able students: Less able students might need support with reading a compound column graph (Question 5 in Check your learning). For more able students: More able students can research the background of the different communities in your areas. If people in this community comes from other countries, when did they first move to the area? Why? How many people of this identity (cultural background, religion, etc.) live in the area and how many percentages of the total population do they make up?	<u>Student book</u> *Oxford Big Ideas Humanities 7 Victorian Curriculum:* Place and liveability (pp. 134–135); The geography toolkit (pp. 4–41) will also be invaluable throughout the course. <u>Atlas</u> *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. <u>Weblinks</u> • City of Melbourne http://www.melbourne.vic.gov.au/about-melbourne/melbourne-profile/Pages/multicultural-communities.aspx <u>Other teacher resources</u> • Student book answers • Chapter 4 Flashcard glossary	

	representations Capabilities • Critical and creative thinking • Ethical understanding • Intercultural understanding			

Section 4B
Topic 4.10 (pages 136–137)
Indigenous communities

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments

Influence of social connectedness and community identity on the liveability of places (VCGGK114)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)
	
	Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)
	
	Geographical concepts
	• Place
	• Interconnection
	• Scale
	
	Geographical resources
	• Maps
	• Visual representations
		TEACHING STRATEGIES
		A good way of sparking interest in this topic is to hold a class discussion about the traditional indigenous communities of your local area.
		
		ADDITIONAL ACTIVITIES
		Activity 1 Communities of past and place – Yipirinya School, Northern Territory
		This activity will take about 30 minutes of class time to complete. It is designed to illuminate self-help in the Indigenous community and the idea that the school celebrates the community's own history and culture. Yipirinya School is situated near Alice Springs in the Northern Territory. It was established in 1978 as a bilingual and bicultural place of learning for Indigenous students. The name *Yipirinya* means caterpillar in the language of the Arrernte people who live in the region of Alice Springs. There are 200 students, from pre-school to Year 10.
		
		Students follow the Northern Territory/National Curriculum but also learn their own Indigenous language and cultural traditions. Children come from town camps and outstations. There are many challenges. Students come from poor living conditions, parents cannot afford fees, and there is poor health and nutrition. As a result, attendance rates are only about 60 per cent. This makes it very difficult to maintain good numeracy and literacy rates.
		
		Students, parents and teachers form a very strong community of place based on strong connections to the country around Alice Springs. They are taught the Dreaming stories in four Indigenous languages, making the school also a community of the past.
		
		Well-known singer and actor Jessica Mauboy has become an ambassador of the school and she regularly visits.
		
		Yipirinya School offers other schools the opportunity to visit and stay in their residential complex. This gives non-Indigenous students the opportunity to act as volunteers and see this community of place and past firsthand.
		1 Ask students to visit Yipirinya School's website. A weblink is provided in the Resources column.
			Student book
			Oxford Big Ideas Humanities 7 Victorian Curriculum: Place and liveability (pp. 136–137); The geography toolkit (pp. 4–41) will also be invaluable throughout the course.
			
			Atlas
			Oxford Atlas for Australian Schools (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.
			
			Weblinks
			• Yipirinya School, NT
			  The official website of the Yipirinya Indigenous School in the Northern Territory
			  http://yipirinya.com.au/
			
			Other teacher resources
			• Student book answers
			• Chapter 4 Flashcard glossary	

| | Capabilities
• Critical and
creative thinking | 2 | Ask students to work in pairs or small groups to work out how you can have a community of place and past at the same time. | | |
| | | 3 | Do students know of (or can locate using the Internet) other examples of independent schools that attempt to combine cultural and/or religious education with state-based/national curriculum learning? | | |

Section 4B Topic 4.11 (pages 138–139) Liveability in communities				
Geographical knowledge	**Geographical concepts and skills**	**Teaching strategies and learning activities**	**Resources**	**Comments**
Influence of social connectedness and community identity on the liveability of places (VCGGK114)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Space • Interconnection • Scale Geographical resources • Maps • Spatial technologies • Visual	ADDITIONAL ACTIVITIES Activity 1 Liveability in communities This activity will take about 20 minutes of class time to complete. It is designed to illustrate how places of natural beauty with good access to urban centres rate so highly on liveability scales. Lake Bracciano is a volcanic lake in the Italian region of Lazio about 32 kilometres north-west of Rome. It is a very large lake with three towns situated around it. These towns are Trevignano Romano, Bracciano and Anguillara Sabazia. The lake is a connecting factor between the three towns – it is a natural element of great beauty and close to many places of cultural and historical importance. The Castello Orsini-Odescalchi in Bracciano, for example, is one of the best preserved medieval castles in central Italy. Trevignano Romano is a popular place both for commuters to Rome and for holidaymakers. The town is well connected by train and bus to Rome, which is only 47 kilometres away. The climate is temperate with warm, dry summers and cool winters. As the town has only 5000 permanent residents, it is a close and vital local community. People know each other and are very supportive. Lake Bracciano offers sailing, swimming and fishing, and other recreational facilities such as horse riding are close by. There is also a large national park nearby, which offers great walking trails, camping and hunting of wild boar. Ask students to complete the following activities: 1 Find photographs of Trevignano Romano, Bracciano and Anguillara Sabazia on the Internet. 2 Explain why this area (and the towns themselves) is a place with high liveability ratings. 3 How does a natural feature bind the three towns together as a community of place?	Student book *Oxford Big Ideas Humanities 7 Victorian Curriculum:* Place and liveability (pp. 138–139); The geography toolkit (pp. 4–41) will also be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course. Interactive map • Access to schools in Melbourne Weblinks • Towns on Lake Bracciano This website provides information on the three towns around Lake Bracciano. www.lakebracciano. com/lakebracciano/p ub/paesi_en.html • Trevignano Romano Wikipedia	

	representations		information on the town of Trevignano Romano http://en.wikipedia.org/wiki/Trevignano_Romano	
	Capabilities • Critical and creative thinking • Intercultural understanding		• Bracciano Wikipedia information on the town of Bracciano http://en.wikipedia.org/wiki/Bracciano	
			• Anguillara Sabazia Wikipedia information on the town of Anguillara Sabazia http://en.wikipedia.org/wiki/Anguillara_Sabazia	
			Other teacher resources • Student book answers • Chapter 4 flashcard glossary	

Section 4B
Topic 4.12 (pages 140–141)
Building safe communities

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Influence of social connectedness and community identity on the liveability of places (VCGGK114)

Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (VCGGK115) | Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)

Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)

Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical | TEACHING STRATEGY
A good way to start off this lesson is to ask students what they think is the most common types of crimes in the local area. Do all the students agree? Why do they think this?

You can then present the facts, gathered from the Victorian Crime Statistics Agency that allows you to study spatial distribution of different types of crimes across Victoria.

Present the facts to the class. Were they what the students had guessed? Are there any statistics that are extra surprising?

ADDITIONAL ACTIVITIES
Activity 1 Perceptions and reputations
Cabramatta, a largely Vietnamese community in south-west Sydney, gained a fearsome reputation in the 1990s as a centre for gang drug trade in cocaine and heroin. This was stopped with high-level police presence and community liaison. Fifteen years later, the suburb still has a bad reputation even though the drugs have gone.

Ask students to name a part of your town or city that has a reputation as being unsafe because of crime. As a class, discuss whether this reputation is correct? Students should be able to justify their responses.

Activity 1 Strategies to reduce crime
Some communities have observed that they have been able to reduce crimes by engaging their own resources. The SBS television series *First Contact* (November 2014) showed how the Indigenous community in Redfern, NSW, has organised youth activities. The police have joined the local elders to run morning boxing lessons in the community centre. Elders have used their influence to turn young people around towards positive pursuits, and crime figures in that suburb have fallen.

Ask students to look at the list below. Which of these crimes could be reduced by some community action? Students should suggest how the community could assist. | Student book
Oxford Big Ideas Humanities 7 Victorian Curriculum: Place and liveability (pp. 140–141); The geography toolkit (pp. 4–41) will also be invaluable throughout the course.

Atlas
Oxford Atlas for Australian Schools (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.

Worksheets
• Student worksheet: 4.12 Mapping crime across Greater Sydney

Interactive maps
Melbourne: Crime rates

Weblinks
• Victorian Crime Statistics Agency This website provides information on the spatial distribution of different types of crimes across | |

terminology (VCGGC104)

Geographical concepts
- Place
- Scale

Geographical resources
- Graphs and statistics
- Visual representations

Capabilities
- Personal and social capability

Crime	Community help to lessen the crime
Cyclists not wearing helmets	Educational programs in schools Cyclist clubs engaging in promotions
Young offenders shoplifting	
People breaking into letterboxes and stealing information (identity theft)	
Assaults near nightclubs	
Theft of portable items around home (e.g. surfboards, bikes)	
Other	

FOR YOUR INFORMATION

There has been a great deal of attention in the media about alcohol-fuelled 'king-hit' or 'one-punch' assaults. In a number of tragic, unprovoked assaults, young men have been killed with one punch. These assaults occurred in inner-city nightlife locations late at night. Many people now feel that these areas are unsafe.

In an attempt to reduce assaults, state governments around Australia have introduced earlier closing times and alcohol sales bans after a certain hour. Law changes have also made sentences stronger for assaults.

While many categories of crime are on a decline, property damage is on the rise. Vandalism and graffiti are costing the country an estimated $2 billion per year.

A community in Perth was suffering this type of damage near a skate park. The local council and police sent two youth workers to talk to the young people there. The community workers were experienced skateboard riders and coached some of the young riders. In discussion with these young people, the community workers were given ideas to develop anti-vandalism and anti-graffiti strategies. As a result of this community liaison, damage dropped.

Victoria.
https://www.crimest atistics.vic.gov.au/

- Melbourne Precinct Policing
  A weblink to the Victoria Police initiative on Melbourne Precinct Policing, which involves dividing the Melbourne municipality into 38 areas (police precincts) to allow the police to work more closely with the community to create a safer city
  http://www.police.vic. gov.au/content.asp? Document_ID=2779 0

- City of Stirling Council
  This is the website of the City of Stirling Council in Perth, Western Australia, which promotes online discussion with residents about local concerns.
  http://www.stirling.w a.gov.au/Pages/Hom e.aspx

Other teacher resources
- Student book answers
- Student worksheet

| | | The website of the City of Stirling Council in Perth, Western Australia, features interactive online discussion, informing residents of recent crimes, and receiving their reactions and suggestions for solving the situation (see the link in the Resources column).

Victoria Police has introduced Melbourne Precinct Policing, which is an attempt to liaise more closely with the residents of 38 precincts it has drawn up in Melbourne. It wants to encourage connections with residents to identify concerns and solutions. From this the police can create neighbourhood responses to safety concerns (see the link in the Resources column).

DIFFERENTIATION
For less able students:
Ask less able students for a list of crimes they know about in their own neighbourhood. Complete a list on the whiteboard and see if there are any similarities. What can they suggest to help stop these crimes and make their area safer?

For more able students:
More able students can look at the Victorian Crime Statistics Agency website for various hot spots in different crime categories. A link to this website is available in the Resources column. Students can use overlay maps to see if different types of crime are occurring in the same suburbs. They can nominate the suburbs with serious multiple crime types and call them 'red zones'. | answers
• Chapter 4 Flashcard glossary | |

| 4B RICH TASK (pages 142–143) |||||
Change in Casey				
Geographical knowledge	**Geographical concepts and skills**	**Teaching strategies and learning activities**	**Resources**	**Comments**
Influence of social connectedness and community identity on the liveability of places (VCGGK114)	Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)	TEACHING STRATEGIES To get students' attention for this Rich task, you might want to start off by talking to the class about a new suburb in your local area and the changes the landscape. Google Earth has a function where you can view historical images alongside a map. This could be a worthwhile exercise to do with a local area that has gone through transformation over the past decades, such as bushland being turned into new suburbs.	Student book *Oxford Big Ideas Humanities 7:* Place and Liveability (pp. 142–143); The Geography Toolkit (pp. 4–41) will also be invaluable throughout the course. Atlas *Oxford Australian Curriculum Atlas* (pp. 38–57) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets • Differentiation worksheets: 4B Connecting to places Other teacher resources • Student book answers • Differentiation worksheet answers • Chapter 4 flashcard glossary • Class test for this chapter with sample answers and marking guidance	

Oxford Big Ideas Humanities 8 Victorian Curriculum
GEOGRAPHY TEACHING PROGRAM AND RESOURCES
UNIT 1: Landscapes and landforms
Chapter 4 Coastal landscapes

Learning area:

The Humanities:

- GEOGRAPHY

Level: 8	**Suggested time allocation:** 15 hours

KEY QUESTIONS

- How are people's perceptions of places and environments influenced by their reliance on them?
- How do the interconnections between places, people and environments affect the lives of people?
- How do environmental and human processes affect the characteristics of places and environments?
- What are the consequences of changes to places and environments and how can these changes be managed?
- What approaches can be taken to improve the availability of resources and access to services?

GEOGRAPHICAL KNOWLEDGE

- Different types of landscapes and their distinctive landform features (VCGGK116)
- Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117)
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118)
- Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119)
- Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)
- Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121)

GEOGRAPHICAL CONCEPTS AND SKILLS

Place, space and interconnection

- Explain processes that influence the characteristics of places (VCGGC099)
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)

Data and information

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)

Geographical concepts

Place: The concept of place is about the significance of places and what they are like.

Space: The concept of space is about the significance of location and spatial distribution, the ways people organise and manage the spaces that we live in.

Environment: The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.

Interconnections: The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

Sustainability: The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

Scale: The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

Change: The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

Achievement Standard
By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications.
They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.
They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data

and information.	
Assessment To be devised within each school according to needs and requirements, noting: Outcomes are applicable to all topics. Some may be more relevant to a particular topic than others. Outcomes may be examined.	
Capabilities: Critical and creative thinking, Ethical, Intercultural, Personal and social	**Geographical resources:** Maps, Graphs and statistics, Spatial technologies, Visual representations, Fieldwork

ADVICE TO TEACHERS	Comments
Navigating the text • The content covered in each section of this chapter closely follows the Geography 7–10 curriculum released by the Victorian Curriculum and Assessment Authority (VCAA) in 2016. By using this chapter as part of your teaching program, you can be assured that you are integrating all of the geographical concepts and skills as prescribed by the VCAA in teaching the Victorian Curriculum. • Each section of this chapter is organised according to key inquiry questions from the syllabus. By regularly revisiting these questions as you work through the chapter, asking your students to engage with them, and/or encouraging them to generate their own key questions, you will be embedding an inquiry model of learning. Inquiry learning values process as well as product – moving away from the mere acquisition of facts to the development of deep transferable understanding about concepts and generalisations. • Every 2- or 4-page topic in this chapter is accompanied by a Check your learning box that can be used flexibly in class or for homework. Questions are organised into the following three categories: Remember and understand; Apply and analyse; Evaluate and create. Answers are provided in the Teacher obook. **Rich Tasks** • An easy way to regularly monitor your students' understanding of key content dot points is to use the Rich Task pages at the end of each section. These activities link directly to the content dot points in the syllabus and provide an opportunity for ongoing assessment (both formal and informal). • Each set of Extend Your Understanding questions links to three differentiated student worksheets that can be assigned based on student performance. These worksheets are graded according to ability level. They allow you to personalise learning based on the needs of individual students. **Worksheets** This chapter is supported by a series of skills, activities and video worksheets. Worksheets and suggested solutions can be found on the Teacher obook. **Interactive modules, videos and weblinks** This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets. **Flashcard glossary** This chapter is supported by an interactive flashcard glossary you can find in the obook. The flashcard glossary can be used flexibly, either in class or assigned for homework/private study. It features key terms from the chapter and encourages students to test their understanding of these terms by turning a series of flashcards. Key terms appear on the front and definitions appear on the back. **assess** Each chapter of the *Oxford Big Ideas Humanities 8 Victorian Curriculum* Student book includes auto-marking multiple choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students: • Support (foundation) • Consolidate (standard) • Extend (advanced) Students can review their quiz results to see which questions they answered correctly or incorrectly. Students can improve their results by attempting the quiz again with the challenge of randomised answer options. **Results** Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.	

CHAPTER 4: GETTING STARTED
Chapter opener (pages 94–95)

	Resources	Comments
Most students would have been to a beach at some stage in their lives, whether it is within their own state or country, or overseas. A class discussion including: what beaches students have been to, why they went to the beach, what were the highlights and what were the lowlights, should allow most members of the class to become involved. If you have access to a large state or Australian map poster, students could use it to pin the places they have been to as a tourist. A computer-generated map could be used as an alternative or Google Earth 'pins' could be used to locate the various beaches and write in which students have visited. Google Earth pins can be labelled with the student's names. 4A How are coastal landscapes formed? Before opening the Student book to begin the investigation of coastal landforms, ask students to think about what the following coastal landforms are: arch, stack, headland, tombolo, spit and sand bar. Have students pair up with another student and share their ideas. Some students may wish to contribute their ideas with the class – it might be interesting to note which type of coastal landforms the students have the most knowledge of – erosional or depositional. 4B How are coastal landscapes used and managed? As an introduction to Section 4B, students may appreciate seeing the connection between coastal management and future career prospects. Make the connection between what is learnt in class and the way that these skills and knowledge can be applied to their possible jobs in the future. 4C Are coastal landscapes hazardous places? If you have access to a poster that shows an image of a coastal landscape, preferably a tranquil setting with limited human impact, it could be taken into the classroom. Alternatively, an image from a computer or similar device could be projected onto a screen. Once the image has been presented to the class, ask them to describe what they see. After a few responses, ask students to consider how this place could be a hazardous place. They may require some prompting to think about hazards including erosion, rip currents, tsunamis and possibly hurricanes, hazardous sea creatures and drowning. DIFFERENTIATION WORKSHEETS Each Rich task in the Student book is accompanied by a set of Differentiation worksheets that can be completed by students in the classroom or as homework, depending on your needs. Each Differentiation worksheet comes in three versions to suit students at various levels. They can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. The three versions are: • Support (for students 'below level')	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 94–95); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Country statistics database • Chapter 4 Flashcard glossary	

- Consolidate (for students 'at level') - Extend (for students 'above level') The Differentiation worksheets can be found in each Rich task and in the Teacher resources tab of the Teacher obook.		

Section 4A Topic 4.1 (pages 96–97) Coastal landforms				
Geographical knowledge	**Geographical concepts and skills**	**Teaching strategies and learning activities**	**Resources**	**Comments**
Different types of landscapes and their distinctive landform features (VCGGK116)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Environment • Change Capabilities • Critical and creative thinking	TEACHING STRATEGIES A range of brief videos are available (see Resources column for weblink) from the History Channel's *Coast Australia* series. These videos introduce students to the vast array of coastal landforms that are located around our country. ADDITIONAL ACTIVITIES Activity 1 Race to find coastal landscapes To break up the lesson or as a quick activity to end the lesson, you can run a class race using Google Earth. This activity should take approximately 5 minutes and requires access to a device that supports Google Earth. Students can work in pairs or teams to complete the race to find coastal landforms. The coastal landforms identified in Source 3 will be the features that need to be located. To start, each group should have the whole of Australia showing on Google Earth. The aim is to find a particular coastal landform by zooming in to its location in a particular state of Australia. Tell the students that the first feature will be, for example, a stack. Then tell them to find a stack in …Victoria. The race is on; the first team to find a stack in Victoria wins that round (you could record this on a table on the whiteboard). When they find the stack, the team can put up their hands and you can verify that they have actually found a stack in Victoria. The next round will be to find a tombolo in …Tasmania. Continue rounds until all of the landforms in Source 3 have been located. You could extend this by doubling up on the landforms, by asking students to find them in different states each time.	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 96–97); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 84–85 in the *Oxford Atlas for Australian Schools* includes additional information on coastal landscapes and landforms. Interactive learning acticities • Coastal landscapes • Common coastal landscapes Weblinks • Coastal Australia Episodes Videos from History Channel http://www.historychannel.com.au/episodes/coast-australia/ • Bondi headlands A series of aerial photographs of Bondi Beach https://airviewonline.com/gallery/search?search=North-Bondi-Headland&sort=relevance&dir=desc	

| | | FOR YOUR INFORMATION
The Australian mainland has a total coastline length of 35 876 km with an additional 23 859 km of island coastlines.

Approximately 85% of Australia's population lives within 50 km of the coast (according to ABS data).

The United Kingdom has a very strong range of coastal resources for Geography teachers, including videos, animations, diagrams, etc. Many of the videos referenced in this chapter are from UK sources. | Other teacher resources
• Student book answers
• Chapter 4 Flashcard Glossary | |

Section 4A
Topic 4.2 (pages 98–99)
The power of waves

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Environment • Interconnection • Change Capabilities • Critical and creative thinking	TEACHING STRATEGIES A video about wave formation and animations of longshore drift (see Resources column for weblink) have been included to assist you with the explanation of these coastal processes. Question 7(c) could be completed without any research or further explanation. The students should use their own ideas to develop solutions to the changes to the beach rather than researching coastal management techniques, as this is investigated later on in the chapter. ADDITIONAL ACTIVITIES Activity 1 Longshore drift dance To assist with the explanation of longshore drift, the students could engage in a 'longshore drift dance'. It should take a couple of minutes, but does require an open space. The activity could be used before, during or after the explanation. In a large space, have the students stand side-by-side and link arms (for a large group, break them up into two smaller groups). Now instruct the students to take two steps diagonally forward and to the right, and then take two steps directly backwards. Repeat this process of diagonally forward and directly back steps about 10 times. Hopefully the students will have noticed that they have moved a distance to the right. Ask the students to explain how this 'dance' demonstrates the action of longshore drift. Activity 2 Change to the coastline An effective method of showing the changes caused by longshore drift in the region of the Dungeness Nuclear Power Station is to use the historical imagery provided by Google Earth. Make sure students are logged into Google Earth if possible. Type the word 'Dungeness' into the search window of Google	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 98-99); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Weblinks • Animated longshore drift An animation explaining longshore drift http://www.learnnc.org/lp/multimedia/14706 • The perfect wave ABC Splash video that explains wave formation http://splash.abc.net.au/home#!/media/1481321/sloping-beaches-and-the-perfect-wave • Longshore drift animation An animation that explains the action of longshore drift step by step http://oceanica.cofc.edu/an%20educator's!%20guide%20to%20folly%20beach/guide/driftanimation.htm	

		Earth. When the location is found, zoom into to an 'eye alt' level of 1.5 km with the nuclear power station and the beach in the frame. Make sure the '3D Buildings' layer on the side bar is turned on. Turn the 'Show historical imagery' tool on and choose the most recent image. Using the 'Add path' tool from the top of the window, draw a path along the water's edge to give an indication of where the current coastline is (the height of the tide will have an impact on this). Once a path is traced along the beach, name the path as 'coastline' and press 'ok'. The path will be saved in the 'Places' section of the sidebar. Move the 'Historical imagery' slider along to the various years; fortunately the images show the coastline in 1990, 1960 and 1940 too. With the '3D Buildings' on, the power station's main building remains on the image. Write down your observations of the changes to the coastline and the direction of the waves in each image. FOR YOUR INFORMATION Students may have questions about the Dungeness Nuclear Power Station, for example about the methods used to generate nuclear power and the possible impacts (see Resources column for a weblink). DIFFERENTIATION For less able students The process of longshore drift may be a little difficult to understand for some students. By using simple tools, such as a pencil (to simulate a wave) and an eraser (to simulate a grain of sand), you could demonstrate longshore drift on the desk in front of the students, and then ask them to repeat the action. For more able students Students could infer the power of the waves involved in the process of longshore drift and also make predictions about the impact that this could have on locations further along the shore.	• Dungeness Nuclear Power Station Some background information about the station and nuclear power generation http://news.bbc.co.uk/local/kent/hi/people_and_places/nature/newsid_8478000/8478420.stm Other teacher resources • Student book answers • Chapter 4 Flashcard Glossary	

Section 4A
Topic 4.3 (pages 100–101)
Erosional landforms

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117) The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Space • Environment • Change Capabilities • Critical and creative thinking	TEACHING STRATEGIES A website video explaining the formation of erosional landforms (see Resources column for weblink) is provided. This will be helpful to use in conjunction with the information provided in the Student book. Question 3(a) of Check your learning 4.3 will produce quite a subjective answer as the shadowing and the scale of the oblique photograph make it difficult to produce a definitive number of the features. To assist with the completion of Questions 3 and 5 of Check your learning 4.3, students could use Google Earth to zoom into the various features so they can see exactly what is located there. The additional activity provided for the Depositional landforms topic is relevant to the Erosional landforms topic as it combines the processes of both erosion and deposition. FOR YOUR INFORMATION Background information about the Port Campbell region and, in particular, the coastline is provided (see Resources column for weblink). DIFFERENTIATION For less able students Question 4 of Check your learning 4.3 has the option of a labelled sketch (or a copy of the photograph). The sketch has the potential to be a challenge for students who are less able at drawing. An alternative is for the students to create a screenshot or screen-capture of this image from the obook. Then the students could annotate the image using arrows and textboxes. For more able students Question 4 of Check your learning 4.3 has the option of a	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 100–101); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 16–17 of the *Oxford Atlas for Australian Schools* contains more maps and an oblique aerial photograph of the Port Campbell coastline. Weblinks • Explore Port Campbell Explore the various coastal features of Port Campbell. http://visit12apostles.com.au/natural-wonders/coastal-geology/ • Landforms shaped by erosion A video that identifies and explains the formation of erosional landforms http://splash.abc.net.au/home#!/media/1481365/spectacular-landforms-shaped-by-erosion Other teacher resources • Student book answers • Chapter 4 Flashcard Glossary	

		labelled sketch (or a copy of the photograph). The sketch would be the most appropriate option for students who are more able to complete this type of sketch. These students should incorporate the sketching features outlined in Source GT.45.		

Section 4A
Topic 4.4 (pages 102–103)
Depositional landforms

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117) The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Space • Environment • Change	TEACHING STRATEGIES A website video explaining the formation of depositional landforms (see Resources column for weblink) is provided. This will be helpful to use in conjunction with the information provided in the Student book. Depending on the time that has passed since you referred to longshore drift, it might be worthwhile asking some students to explain this process before explaining depositional landforms. The Google Earth view of Source 1 Whitehaven Beach shows the change that has occurred when you use the 'show historical imagery' tool. ADDITIONAL ACTIVITIES Activity 1 Coastal Claymation The purpose of this activity is to create a Claymation or stop-motion video that summarises the formation of erosional and depositional landforms. If the students do not know how to make a Claymation video, a weblink explanation is available (see Resources column for the weblink). This activity could take anywhere between 40 minutes and up to two lessons to complete depending on the complexity of the Claymation that is being created. The following steps should be followed: 1 Use the plasticine to recreate a cliffed coastal region, which begins as a headland and a bay. 2 The task is to show the change over time on a cliffed coast, due to weathering and erosion, that produces the following coastal features: starting with the headland, then having a notch, cave, arch, stack, and finally a stump being formed. At the same time, the longshore drift will transport the eroded material to form a beach, spit, and then a tombolo. 3 The students will need to take a series of photographs to show each change by altering the plasticine slightly for	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 102–103); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets • Student worksheet: 4.4 Zlatni Rat Beach Weblinks • Making a Claymation video Explains how to make a Claymation video. http://www.wikihow.com/Make-a-Claymation-Video • Coastal formations revision Revise how coastal landforms are formed. http://www.bbc.co.uk/schools/riversandcoasts/coasts/change_coast/index.shtml • Depositional landforms A video that looks at the formation and erosion of depositional landforms	

| | Capabilities
• Critical and creative thinking | each shot. Wave action could also be included in the animation.
4 Put these photos into a movie-making type of program, such as iMovie or Movie Maker, to show the changes as a Claymation movie – students will need to annotate with text and/or voice.
5 Depending on the time available, the videos may only be a few seconds in length or could be extended by adding commentary, graphics and annotations.

An extension to this task, incorporating coastal management, is provided as an additional activity in Section 4B Managing coastal landscapes.

FOR YOUR INFORMATION
Tombolo is derived from the Latin 'tumulus', meaning 'mound'. To go along with the 'spit' there is another coastal formation called a gut, which is a narrow coastal body of water or channel with strong tidal movement.

DIFFERENTIATION
For less able students
Question 7 of Check your learning 4.4 could present a challenge, as the oblique view needs to be converted into a bird's-eye view from above. To assist with this task, students should locate the region shown in Source 1 using Google Earth to achieve a bird's-eye view.

For more able students
Question 7 of Check your learning 4.4 could be extended by asking the more able students to label other features, such as channels, sandbars, and cliffs. | http://splash.abc.net.au/home#!/media/1481409/disappearing-acts-changing-shorelines

• Longshore drift and spit formation
A video that looks at the formation a spit
http://www.bbc.co.uk/education/clips/zhp4d2p

Other teacher resources
• Student book answers
• Student worksheet answers
• Chapter 4 Flashcard Glossary | |

4A RICH TASK (pages 104–105)
Mandurah Western Australia

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Different types of landscapes and their distinctive landform features (VCGGK116)	Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Space • Environment • Change Capabilities • Critical and creative thinking	TEACHING STRATEGIES If your school is located near a beach, this provides the opportunity to measure longshore drift in the field. If compasses are not available, there are many Android and iOS compass apps that can be accessed. It might be useful for the students to use Google Earth to zoom into the location shown in Source 4 in order to identify some of the measures taken to limit and control longshore drift. ADDITIONAL ACTIVITIES Beach fieldwork Fieldwork conducted at a beach can be quite varied depending on the type of coastal landscape and the degree of human interference and management of the place. Below is a basic outline of some activities that could be incorporated into a fieldwork activity that follows the steps in the geography tookit. Students could produce: Annotated diagrams, photographs or video of various landforms and other features such as dunes & vegetation, low tide and high tide, erosional landforms, depositional landforms, movement of water and sand due to wave action and longshore drift, swash, backwash, rips and channels. A list of: • the features created by natural processes; • the features created by man-made activities (recorded once); • land uses in the areas; • human activities observed, such as swimming, beach play, surfing, kayaking etc. Data analysis could include the following: • Impact of natural processes on the coastal landscape including an explanation of the landforms have been formed or are being formed through natural processes. • Impact of human activities on the coastal landscape	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 104–105); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets • Differentiation worksheet: 4A The forming of coastal landscapes Other teacher resources • Student book answers • Differentiation worksheet answers • Chapter 4 Flashcard Glossary	

including changes, modifications and management of the region.
- Predictions of how the coastal landscape may continue to change in the future – consider the impact of climate change.

FOR YOUR INFORMATION
The estuary at Mandurah is approximately twice the size of Sydney Harbour. Mandurah also has a number of suburbs built around artificially created canal systems that extend from the Inlet.

DIFFERENTIATE
For less able students
Some of the calculations required in the Apply the skill questions may present a challenge to less able students. Students could be paired with another student to complete these calculations using a calculator.

For more able students
More able students could calculate the speed of the longshore drift by using the following equation: speed = distance divided by time. For example: speed = 10 metres divided by 182 seconds = 0.05 metres per second.

Section 4B
Topic 4.5 (pages 106–107)
One landscapes, many uses

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Capabilities • Critical and creative thinking Geographical concepts • Place • Environment	TEACHING STRATEGIES Source 1 identifies numerous uses of coastal landscapes. To emphasise the relevance of these uses to Australian coastal landscapes, various examples of these activities could be mentioned. Initially, a brainstorming session could allow students to identify examples of the uses that they have visited or are aware of (for example a popular fishing area, a well-known beach, or a holiday resort that they have visited). A quick search of the Internet by the teacher will also provide a range of examples of uses that occur on a coastline relatively close to the location of the school. FOR YOUR INFORMATION The location of the wind turbines in Source 1 is probably not ideal. The turbines are located behind the residential area and in front of a mountain range. The better location would be on the side of the hill facing the area where the lighthouse is located as this place is more exposed to the coastal winds. DIFFERENTIATION For less able students Question 9 of Check your learning 4.5 could be an opportunity for a differential pairing of students. The less able student's task could be to identify the activity with the greatest impact. Then both students could discuss ways to reduce the environmental impact. For more able students Question 9 of Check your learning 4.5 could be an opportunity for a differential pairing of students. Both students could discuss ways to reduce the environmental impact. The more able student's task could be to investigate an example of how the activity has been managed to reduce the environmental impact.	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 106–107); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Weblinks • Uses of coastal areas Explores the uses of coastal areas in lessons. http://worldlywise.pbworks.com/w/page/15409215/Unit%201%20Section%20D%20-%20Coastal%20areas%20are%20a%20valuable%20resource Other teacher resources • Student book answers • Chapter 4 Flashcard Glossary	

Section 4B
Topic 4.6 (pages 108–109)
Managing coastal landscapes

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Space • Environment • Interconnection • Change	TEACHING STRATEGIES A video exploring the use of technology in coastal management (see Resources column for weblink) could be shown prior to setting the questions in Check your learning 4.6. Students could use the information from the video to add further detail to some of their responses. Use Google Earth images of the places shown in Sources 1 to 3 to show the location of these areas and, if you use the 'Show historical imagery' tool, the changes that have occurred to the coastal landscape. FOR YOUR INFORMATION The sloping rock structure parallel to the beach in Source 1 is a revetment wall; they are different from sea walls, which are constructed like a typical brick wall. The groynes are the smaller structures extending into the sea. DIFFERENTIATION For less able students Question 4 of Check your learning 4.6 involves a range of processes. If less able students can just identify the relatively slow flow of the water movement that leads to deposition, this would be a good achievement. They should also attempt to include another groyne or possibly a training wall to manage the build-up of sand. For more able students Question 4 of Check your learning 4.6 involves a range of processes that the more able students could explore. Factors such as meanders, tidal flows, channel depth, impact of the sea wall, etc. could be mentioned.	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 108–109); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets • Student worksheet: 4.6 Being a coastal landscape manager Weblinks • Using lasers to fight coastal erosion A video that explains the use of GPS and lasers to manage coastal erosion http://splash.abc.net.au/home#!/media/1481387/using-lasers-to-fight-coastal-erosion- Other teacher resources • Student book answers • Student worksheet answers • Chapter 4 Flashcard Glossary	

	Capabilities • Critical and creative thinking			

Section 4B Topic 4.7 (pages 110–111) The impacts of gas exploration on coastal landscapes				
Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Environment • Sustainability • Change Capabilities • Critical and creative thinking • Ethical	TEACHING STRATEGIES An introduction to gas exploration can be seen in a video (see Resources column for weblink) that investigates the impact of coal seam gas exploration on the Great Barrier Reef. ADDITIONAL ACTIVITIES Activity 1 Changes at Laird Point The change that has occurred at Laird Point on Curtis Island due to the natural gas plant construction is quite dramatic. Google Earth provides very clear images of the change that has occurred in a relatively short space of time. The activity may take about 20 minutes. Ask the students to type 'Curtis Island' into the Google Earth search box. Once Curtis Island has been located, they will need to scroll to the south-west in order to locate the natural gas plant. Zoom in to an 'eye alt' of approximately 5 km. Use the 'Show historical imagery' icon to go back to the image that was taken in 2009. Students should take a 'screenshot' or 'snapshot' of this image and place it in an appropriate document, such as MS Word or MS PowerPoint. Then students slide the historical imagery date to 2011 when the construction had begun, again take a 'screenshot' and place the image beside the 2009 image. Finally, students slide the historical imagery date along to the most recent image and repeat the above process. Students should have three images side-by-side. The next task is to annotate at least 5 changes that have occurred between 2009 to 2011, then from 2011 to the most recent date. These annotations could refer to changes that have occurred on land and also in the water, with a specific focus on the coastal zone.	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 110–111); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Weblinks • Laird Point natural gas plant Further information about the development of the gas plant from Origin Energy http://products.originenergy.com.au/files/asx_APLNG090818.pdf • Great Barrier Grief A video from the ABC *Four Corners* program that investigates the impact of coal seam gas and other human activities around the Great Barrier Reef http://www.abc.net.au/4corners/stories/2011/11/03/3355047.htm Other teacher resources • Student book answers	

			• Chapter 4 Flashcard Glossary	
		Further information about this development has been provided (see Resources column for weblink). DIFFERENTIATION For less able students Question 2 of Check your learning 4.7 could be made less challenging by allowing students to just focus on the environmental argument against the LNG plant, and the economic argument for the LNG plant. For more able students Question 2 of Check your learning 4.7 could be made more challenging by using the SHEEPT approach to answering this question. The more able students will really need to analyse this question from various perspectives, especially to identify a 'for' argument related to the environment.		

Section 4B
Topic 4.8 (pages 112–113)
The impacts of fishing on coastal landscapes – ghost nets

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119) Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) <u>Geographical concepts</u> • Place • Environment • Interconnection • Sustainability	TEACHING STRATEGIES A ghost nets video is provided that looks at the work of the Indigenous rangers as they try to manage this issue (see Resources column for weblink). The global nature of human garbage can be explored through a Ted Talk that focuses on the Great Pacific Garbage Patch (available on the Ted Talk website). If you intend to show images of marine life caught in ghost nets, be aware that some images may be distressing to some students. DIFFERENTIATION For less able students Some students may have difficulty with spatial awareness, so developing and interpreting maps can be difficult and cause distress. These students may appreciate being able to annotate a map with labels rather than shading the various patterns as outlined in Question 6 of Check your learning 4.8. They could describe the location of the countries rather than the pattern. For more able students More able students should endeavour to use the PQE method in response to Question 6 of Check your learning 4.8. They could also research the ocean currents in order to determine the path that the ghost nets travelled to reach Cape Arnhem. ADDITIONAL ACTIVITIES Activity 1 Thinking tools This activity takes about 5 minutes of class time and is a great way to get the students thinking about ghost nets, as some students may never have heard of a ghost net. Ask students to complete the following KWL chart on ghost nets:	<u>Student book</u> *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 112–113); The geography toolkit (pp. 4–41) will be invaluable throughout the course. <u>Atlas</u> *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. <u>Weblinks</u> • Ghost Nets Australia Explores a wide range of issues related to ghost nets. http://www.ghostnets.com.au/about/ • Ghost nets A report on ghost nets and their effects on the environment – may assist in answering Question 7 of Check your learning 4.8 and the additional activity 'What can be done about ghost nets?' http://www.fao.org/news/story/en/item/19353/icode/ • Ocean currents Provides maps of the ocean currents. http://www.cmar.csiro.au/curren	

Capabilities	What I already **K**now about ghost nets	What I **W**ant to know about ghost nets	What I have already **L**earned about ghost nets	ts/animations.htm

Capabilities
• Critical and creative thinking
• Ethical

What I already **K**now about ghost nets	What I **W**ant to know about ghost nets	What I have already **L**earned about ghost nets

• Ghost nets & Indigenous rangers
This 4.47-minute video from SBS's *Living Black* looks at the work of the Indigenous rangers shown in Source 1.
http://www.sbs.com.au/ondemand/video/26107971831/Living-Black-S18-Ep6-Ghost-Nets

Other teacher resources
• Student book answers
• Chapter 4 Flashcard Glossary

Activity 2 What can be done about ghost nets?
The work of the GhostNets Australia rangers is fantastic, but the issue of ghost nets is enormous. This activity will see if the students can come up with any other ways of managing ghost nets. This activity will take approximately 15 minutes and could be used as a structured response for Question 7 of Check your learning 4.8.

Examine Sources 1 and 2 and ask the students to reflect on the following questions:

• What is the problem?
• Who is affected?
• What is a solution?
• What steps do you need to take to carry out the solution?
• What makes your solution constructive, humane and socially responsible?

Time for feedback from individual students can be incorporated into this activity or their responses could be kept to themselves as a means of reflection on the issue.

4B RICH TASK (pages 114–115)
Gold Coast Seaway, Queensland

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119)	Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Geographical concepts • Place • Environment • Interconnection • Sustainability Capabilities • Critical and creative thinking • Ethical	TEACHING STRATEGIES The response to Question 1 of Apply the skill could be completed as an overlay sketch map, which could then be used to identify the changes that have occurred over time. DIFFERENTIATION For less able students The response to Question 4 of Extend your understanding could be simplified by allowing the students to just focus on the changes to the distribution of sand as a result of the structures. For more able students The response to Question 4 of Extend your understanding could be extended by asking the students to consider the changes with the SHEEPT factors in mind.	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 114–115); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets • Differentiation worksheet: 4B Using and managing coastal landscapes Weblinks • Gold Coast Seaway Provides further information about the Seaway. http://www.griffith.edu.au/__data/assets/pdf_file/0018/322803/Gold-Coast-Seaway.pdf Other teacher resources • Student book answers • Differentiation worksheet answers • Chapter 4 Flashcard Glossary	

Section 4C
Topic 4.9 (pages 116–117)
Coastal erosion

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117) Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) <u>Geographical concepts</u> • Place • Space • Environment • Interconnection • Change <u>Capabilities</u> • Critical and creative thinking	TEACHING STRATEGIES A video that investigates the impact erosion has on some coastal towns and an audio interview related to Kingscliff could be used during the investigation of coastal erosion (see Resources column for weblinks). A video about the environment of coastal cities and the impact of marine hazards is also provided (see Resources column for weblink). You could suggest that students use Google Earth to enable them to zoom into the area shown in Source 3 in order to more accurately respond to Question 4 of Check your learning 4.9. ADDITIONAL ACTIVITIES <u>A profile of Kingscliff</u> Kingscliff is quite vulnerable to the threat of coastal erosion and the council and local community have been battling to protect their homes and businesses. After the investigation of the case study, students can reflect on their learning. This activity should take about 15 minutes. Students will write their thoughts in relation to the following questions: • What I learned about Kingscliff coastal erosion was … • What I found interesting about the management of the erosion was … • What surprised me about the management of the erosion was … • I want to know more about … • At the moment I'm feeling … about the future of Kingscliff because ... FOR YOUR INFORMATION If you require further information about Kingscliff erosion, a weblink is provided that summarises the latest news articles about this issue (see Resources column for weblink).	<u>Student book</u> *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 116-117); The geography toolkit (pp. 4–41) will be invaluable throughout the course. <u>Atlas</u> *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. <u>Worksheets</u> • Student worksheet: 4.9 Kingscliff case study <u>Weblinks</u> • Kingscliff erosion A 9.26-minute audio interview and series of images of the erosion at Kingscliff http://www.abc.net.au/local/photos/2010/08/11/2979888.htm • Cities on the edge A video that looks at the impact of hazards on coastal cities http://www.unesco.org/archives/multimedia/?s=films_details&pg=33&id=1846#.VD-MkouUfHs • Latest on Kingscliff erosion A weblink to the Northern Star newspaper website that has the	

		DIFFERENTIATION	latest articles about Kingscliff
		For less able students	erosion
		Question 5 of Check your learning 4.9 could just focus on Sources 1 and 2. These images provide a highly identifiable contrast, which should allow less able students to determine if the coastal erosion has been successfully controlled.	http://www.northernstar.com.au /topic/kingscliff-erosion/
			Other teacher resources
		For more able students	• Student book answers
		Question 5 of Check your learning 4.9 could be a more in-depth response if the more able students also consider the sustainability of the methods to control coastal erosion.	• Student worksheet answers • Chapter 4 Flashcard Glossary

Section 4C
Topic 4.10 (pages 118–119)
Tsunamis

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) <u>Geographical concepts</u> • Place • Interconnection • Scale • Change	TEACHING STRATEGIES A video on the formation of a tsunami (see Resources column for a weblink) would be worthwhile showing in order to complement the annotated diagram in Source 1. Interactive animations showing the movement of a tsunami and past and predicted future tsunamis are also available (see Resources column for weblink). ADDITIONAL ACTIVITIES <u>Activity 1 Australia Government tsunami kits</u> The Australian Government's Geoscience Australia has produced a set of teacher notes and student activities about tsunamis. The Indian Ocean tsunami is one of the case studies, but other relevant information and activities are provided (see Resources column for weblink). The Indian Ocean tsunami case study has activities and answers provided. The Australian Government Australian Emergency Management Institute has also produced a tsunami lesson kit that includes a series of activities and teacher notes (see Resources column for weblink). FOR YOUR INFORMATION Google Earth imagery of Banda Aceh dates back to a few months before the 2004 Indian Ocean earthquake and tsunami, then a variety of images over the months and years after the tsunami. The change that has occurred is quite dramatic, as you would expect, and the permanent change to the landscape is another point worth emphasising. DIFFERENTIATION For less able students Source 3 has many features displayed on the one map. This amount of detail makes it difficult for the less able student to interpret the patterns and other information. Two weblinks are	<u>Student book</u> *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 118-119); The geography toolkit (pp. 4–41) will be invaluable throughout the course. <u>Atlas</u> *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. <u>Interactive map</u> • Australia: Earthquake and tsunami risk <u>Video</u> • Tectonic collations and tsunamis <u>Weblinks</u> • Interactive plate tectonic map Interactive plate tectonic map showing plates and boundaries – to assist with interpreting Source 3 http://www.learner.org/interactives/dynamicearth/plate.html • Plate tectonic interactive map Plate tectonic interactive map with features that can be added and removed – to assist with interpreting Source 3	

	Capabilities • Critical and creative thinking	provided (see Resources column for weblinks), to resources with maps where the various layers can be turned on and off. Using these may be easier for less able students. For more able students Source 1 has many features displayed on the one map. The more able students should attempt to explain some of the interconnections that are evident from the map.	https://ees.as.uky.edu/sites/default/files/elearning/module04swf.swf • Tsunami formation A National Geographic 3.30-minute video that explains how a tsunami is formed and the devastation it can cause http://video.nationalgeographic.com/video/101-videos/tsunami-101?gc=%2Fvideo%2Fscience-space&source=relatedvideo • Geoscience Australia tsunami kit Resources from Geoscience Australia with teacher notes and student activities http://www.ga.gov.au/corporate_data/71987/Rec2011_027.pdf Other teacher resources • Student book answers • Chapter 4 Flashcard Glossary	

Section 4C
Topic 4.11 (pages 120–121)
Japan earthquake and tsunami (2011)

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121)	Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) Geographical concepts • Place • Space • Environment • Interconnection • Scale • Change Capabilities • Critical and creative thinking	TEACHING STRATEGIES There are many videos online that show the impact of the earthquake and tsunami that struck Japan in 2011. It is important to view any of these videos in their entirety before showing them to the students as there are often distressing images included. A variety of videos have been given here (see Resources column for weblinks), but some images may be too distressing for your particular cohort of students, especially if they have a connection to the disaster. FOR YOUR INFORMATION An equation to calculate the time taken for the tsunami to reach other locations is $\text{time} = \dfrac{\text{distance}}{\text{speed}}$. ADDITIONAL ACTIVITIES Activity 1 Impact on Japan The table below provides a structured summary to investigate the impact of the 2011 Japanese earthquake and tsunami. It focuses on the social, environmental and economic impacts in the short term and into the long term. It should take approximately 30 minutes to complete. Further research could be conducted by using the various weblinks provided (see Resources column for weblinks). The table could also include the response to Question 2 of Check your learning 4.11.	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 120–121); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Interactive learning activity • Environmental hazards Video • Earthquakes Weblinks • Before and after satellite images Satellite images taken before and after the disaster http://www.nytimes.com/interactive/2011/03/13/world/asia/satellite-photos-japan-before-and-after-tsunami.html?_r=2& • Impact on the economy A news article summarising the impact of the disaster on the Japanese economy. https://www.thebalance.com/japan-s-2011-earthquake-	

Impact of the Japan, March 2011, earthquake and tsunami			
Description of the earthquake	Location:	Time:	Magnitude:
Impacts of the Earthquake	Social	Environmental	Economic
Short-term impact			
Long-term impact			
Description of the tsunami	Location:	Time:	Scale:
Impact of the tsunami	Social	Environmental	Economic
Short-term impact			
Long-term impact			

tsunami-and-nuclear-disaster-3305662

- Tsunami safety
  Tsunami safety tips – to assist with Question 6 of Check your learning 3.13
  http://environment.nationalgeographic.com/environment/natural-disasters/tsunami-safety-tips.html

- Japan tsunami
  A National Geographic video looking at the impact of the tsunami
  http://video.nationalgeographic.com/video/news/japan-tsunami-2011-vin

- Japan earthquake interactive
  An interactive map showing the initial quake and the aftershocks
  http://www.nbcnews.com/id/42037498/ns/world_news-asia-pacific/#.VERWEouUfHs

Other teacher resources
- Student book answers
- Chapter 4 Flashcard Glossary

4C RICH TASK (pages 122–123)
The Twelve Apostles

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Different types of landscapes and their distinctive landform features (VCGGK116) Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117)	Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) Geographical concepts • Place • Space • Environment • Interconnection • Scale • Change Capabilities • Critical and creative thinking	TEACHING STRATEGIES It is worthwhile practicing the skill required to complete a field sketch before commencing a fieldwork activity. If there were an opportunity to create a field sketch within the school grounds, it would be worthwhile. DIFFERENTIATION For less able students Sketching does require a certain degree of artistic skill. If some students are unable to achieve this, they can be reassured that if they effectively annotated their sketch, the feature they have drawn can be identified. For example, if a stack is drawn as a rectangular block, the annotation allows the block to become a stack. For more able students Students with artistic ability are more able to complete a well-drawn and effectively annotated field sketch. These students could be encouraged to emphasise the features by adding depth and perspective to their sketch – colour and shading will effectively do this.	Student book *Oxford Big Ideas Humanities 8 Victorian Curriculum*: Chapter 4 Coastal landscapes (pp. 122–123); The geography toolkit (pp. 4–41) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 72–93) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheet • Differentiation worksheet: 4C Coastal landscape hazards Weblinks • How to draw perspective and depth Information about drawing perspective and depth – to assist with improving field sketches. http://drawing.wonderhowto.com/how-to/draw-perspective-and-depth-250465/ Other teacher resources • Student book answers • Differentiation worksheet answers • Chapter 4 Flashcard Glossary	

Oxford Big Ideas Humanities 9 Victorian Curriculum
GEOGRAPHY TEACHING PROGRAM AND RESOURCES
UNIT 2: Geographies of interconnection
Chapter 4 An interconnected world

Learning area:

The Humanities:

* GEOGRAPHY

Level: 9	**Suggested time allocation:** 15 hours

KEY QUESTIONS

* What are the causes and consequences of change in places and environments?
* What are the future implications of changes to places and environments and what management options exist for sustaining human and natural systems into the future?
* Why are interconnections and interdependencies important for the future of places and environments?
* How can spatial variation between places and changes in environments be explained?

GEOGRAPHICAL KNOWLEDGE

* Perceptions people have of place, and how this influences their connections to different places (VCGGK139)
* Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)
* Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)
* Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (VCGGK142)
* Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143)

GEOGRAPHICAL CONCEPTS AND SKILLS

Place, space and interconnection

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)

Data and information

- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)

Geographical concepts

Place: The concept of place is about the significance of places and what they are like.

Space: The concept of space is about the significance of location and spatial distribution, the ways people organise and manage the spaces that we live in.

Environment: The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.

Interconnections: The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

Sustainability: The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

Scale: The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

Change: The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

Achievement Standard

By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.

They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.

They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Assessment

To be devised within each school according to needs and requirements, noting:
Outcomes are applicable to all topics. Some may be more relevant to a particular topic than others. Outcomes may be examined.

Capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social	**Geographical resources:** Maps, Graphs and Statistics, Spatial Technologies, Visual Representations, Fieldwork

ADVICE TO TEACHERS	Comments
Navigating the text • The content covered in each section of this chapter closely follows the Geography 7–10 curriculum released by the Victorian Curriculum and Assessment Authority (VCAA) in 2016. By using this chapter as part of your teaching program, you can be assured that you are integrating all of the geographical concepts and skills as prescribed by the VCAA in teaching the Victorian Curriculum. • Each section of this chapter is organised according to key inquiry questions from the syllabus. By regularly revisiting these questions as you work through the chapter, asking your students to engage with them, and/or encouraging them to generate their own key questions, you will be embedding an inquiry model of learning. Inquiry learning values process as well as product – moving away from the mere acquisition of facts to the development of deep understandings about concepts and generalisations that are transferable. • Every 2- or 4-page topic in this chapter is accompanied by a Check your learning box that can be used flexibly in class or for homework. Questions are organised into the following three categories: Remember and understand; Apply and analyse; Evaluate and create. Answers are provided in the Teacher <u>o</u>book. **Rich Tasks** • An easy way to regularly monitor your students' understanding of key content dot points is to use the Rich Task pages at the end of each section. These activities link directly to the content dot points in the syllabus and provide an opportunity for ongoing assessment (both formal and informal). • Each set of Extend your understanding questions links to three differentiated student worksheets that can be assigned based on student performance. These worksheets are graded according to ability level. They allow you to personalise learning based on the needs of individual students. **Worksheets** This chapter is supported by a series of skills, activities and video worksheets. Worksheets and suggested solutions can be found in the Teacher <u>o</u>book. **Interactive modules, videos and weblinks** This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets. **Flashcard glossary** This chapter is supported by an interactive flashcard glossary you can find in the <u>o</u>book. The flashcard glossary can be used flexibly, either in class or assigned for homework/private study. It features key terms from the chapter and encourages students to test their understanding of these terms by turning a series of flashcards. Key terms appear on the front and definitions appear on the back. **<u>a</u>ssess** Each chapter of the *Oxford Big Ideas Humanities 9 Victorian Curriculum* Student book includes auto-marking multiple choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students: • Support (foundation) • Consolidate (standard) • Extend (advanced) Students can review their quiz results to see which questions they answered correctly or incorrectly. Students can improve their results by attempting the quiz again with the challenge of randomised answer options. **Results** Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.	

CHAPTER 4: GETTING STARTED
Chapter opener (pages 132–133)

	Resources	Comments
Throughout Chapter 4, An interconnected world, there are many questions that require the students to draw on their own experiences, thoughts and opinions. Students are also required to empathise with a variety of people in a range of situations from diverse backgrounds. It might be worthwhile having a discussion with your class in order to prepare, and possibly refer back to the section, 'Ethics in geography' on pages 18–19. Entering 'Gibraltar' into the Google Earth search facility offers a wonderful image, especially if the 3D feature is enabled. Explore the region and identify the various ways that Gibraltar is connected to other places such as by the airport, seaports and roads. 4A How do people connect to places? Gibraltar has a very interesting physical location and quite a diverse population. An investigation into the landscape and the people of Gibraltar could be an engaging activity for the students. This activity should take around 20 minutes, and is intended to be a short research task to provide further background information about this location. Your task is to use the weblinks provided (see the Resources column for the weblinks) to research the natural and human geography of the territory of Gibraltar. You should include a map of Gibraltar's location on a global scale (where it is located in the world) and a map on a regional scale (its location within Europe and the Mediterranean Sea). Other information should include: • the surrounding ocean and sea • the total land area • the climate and freshwater resources • other natural resources • the formation of the Rock of Gibraltar • population size and growth • ethnic background of the population. 4B How are people and places around the world connected? Encourage the students to ask their family members or guardians about their family heritage prior to undertaking Topic 4.3. They should write down the countries or cultures that relate to their family. This information can then be used to complete the Additional activity, 'Family tree map'. 4C How does trade connect people and places? In order to put the concept of trade into perspective, a quick audit could be conducted. The students could	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 132–133). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Chapter 4 Flashcard glossary	

find various items around the classroom and record a list of where the product was manufactured, based on the 'Made in …' tags. The items could include tables, chairs, books, clothes, shoes, bags, stationery, and electronic devices. The source of the items could be located on a world map as a class. The map would be most effective if it was a large wall map or a map projected on a screen. A link between trade and its role in the connection of people and places around the world should be emphasised.

DIFFERENTIATION WORKSHEETS
Each Rich task in the Student book is accompanied by a set of Differentiation worksheets that can be completed by students in the classroom or as homework, depending on your needs.

Each Differentiation worksheet comes in three versions to suit students at various levels. They can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development.
The three versions are:

- Support (for students 'below level')
- Consolidate (for students 'at level')
- Extend (for students 'above level')

The Differentiation worksheets can be found in each Rich task and in the Teacher resources tab of the Teacher obook.

Section 4A Topic 4.1 (pages 134–135) Understanding place				
Geographical knowledge	**Geographical concepts and skills**	**Teaching strategies and learning activities**	**Resources**	**Comments**
Perceptions people have of place, and how this influences their connections to different places (VCGGK139)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Geographical concepts • Place Capabilities • Critical and Creative Thinking • Personal and Social	TEACHING STRATEGIES Using Google Earth with Uluru in the search and the 3D feature enabled would be an interesting comparison with the Rock of Gibraltar. ADDITIONAL ACTIVITY Activity 1 Uluru geography Uluru has a very interesting physical location and is a place that is highly recognisable as an Australian icon, but is also of significant Indigenous importance. An investigation into the physical geography of the region will complement the exploration of people's perception of this place. This activity should take 20 minutes and is intended to be a short research task. Your task is to research the physical geography of Uluru. The information should be presented as a series of annotations surrounding an image from the Internet or a screen snapshot of a Google Earth image of Uluru. The following information could be included: • the surrounding desert biome • the total land area of Uluru • the climate and natural resources • the formation of Uluru • the geology of Uluru. • FOR YOUR INFORMATION A tweet is a posting made on the social network service Twitter – it consists of less than 140 characters. A meme (pronounced 'meem') is an image or piece of text that is quickly transmitted via the Internet and social media, often with variations or comical annotations made to it. DIFFERENTIATION For less able students Responses to Question 5 of Check your learning 4.1 could	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 134–135). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets • Student worksheet: 4.1 Do you know your place? Other teacher resources • Student book answers • Student worksheet answers • Chapter 4 Flashcard glossary	

mainly focus on the visual images rather than the written elements. The use of pictures, possibly with arrows indicating the connections to the central place, would be a good approach.

For more able students
Responses to Question 5 of Check your learning 4.1 could include analysis of the reasons why the various people might use the place, not just the ways they use the place.

Section 4A
Topic 4.2 (pages 136–139)
Connections to place

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Perceptions people have of place, and how this influences their connections to different places (VCGGK139)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Geographical concepts • Place • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES There are various events and issues explored in the 'Connection to place' topic that require a degree of sensitivity. The case study of the Vietnamese in Springvale mentions the Vietnam War, and the Gallipoli campaign, Bali bombings and the Yasukuni Shrine are all referred to. Students may have particular connections to these events and memorials, therefore a sensitive and respectful approach is advised. Some students may stereotype certain groups that are referred to, therefore the 'Ethics in geography' section, on pages 18–19, may need to be revisited. ADDITIONAL ACTIVITY Activity 1 SHEEPT and CSG Coal seam gas mining in New South Wales has been a contentious issue in the recent past and has heightened the connection that the local people have to the place. During this activity, students will explore the SHEEPT factors that are related to this issue. The economic factors are explained in the topic, so this section can be used as a starting point. The activity should take about 20–40 minutes, depending on the depth of research. Below is a mind map that can be reproduced as a summary of the issues in each of the SHEEPT categories – a series of dot points would be the most effective. To assist student with this task you may want to offer some prompts, such as the ones provided here: • Social: The community coming together in protest due to a common connection to the place • Historical: The use of the proposed mining area in the past from the Indigenous Australians to the current inhabitants • Economic: Refer to the Student book • Environmental: The impact of CSG on the natural	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 136–139). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

		environment, including water resources and flora and fauna • Political: The conflict between the mining company, non-government organisations and the government • Technological: The technology behind the mining for CSG. FOR YOUR INFORMATION The 'Blue Plaques' program in London has been operating since 1866. Numerous people and events have been honoured DIFFERENTIATION For less able students The Additional activity could be completed with a series of images rather than writing the dot points. The images could include the protestors (social), the natural environment, or the mining process (technology). For more able students Students could include some analysis of the various SHEEPT factors related to CSG for the Additional activity. The analysis could investigate the impact that each of the factors has on the connection that the different groups have to the place surrounding Illawarra.		

4A RICH TASK (pages 140–141)
Mental maps versus GPS

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Perceptions people have of place, and how this influences their connections to different places (VCGGK139)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Geographical concepts • Place • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES Before going through any aspects of this rich task, instruct the students to draw a map of the school (if the school is large, maybe just a wing or similar section could be drawn). Don't give them any guidance or hints on what to include, but do give them a five-minute time limit. This will hopefully prompt them to just include the features that are important to the individual students. After five minutes, instruct the students to compare their maps in groups and look for the common features. If your students have access to devices such as iPads or are permitted to use mobile phones, there are many Apps that could be used for GPS-based activities in and around school. FOR YOUR INFORMATION Currently there are 24 satellites orbiting the world that allow navigation systems to enjoy worldwide GPS coverage. See the Resources column for a weblink with further details about GPS history. DIFFERENTIATION For less able students To allow less able students to successfully complete the mental map for question 1 of Apply the skill, an extended list of possible locations could be included. For example: train station or bus stop; church; local park; or shops. For more able students Question 1 of Apply the skill could be made more challenging by requiring the students to draw the mental map to scale or include a series of flow arrows to indicate the movements that occur.	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 140–141). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Worksheets • Differentiation worksheet: 4A Connecting to places Weblinks • The history of GSP http://www.tomtom.com/howdoesitwork/page.php?ID=6&CID=2&Language=1 Other teacher resources • Student book answers • Differentiation worksheet answers • Chapter 4 Flashcard glossary	

Section 4B
Topic 4.3 (pages 142–143)
The things we do, see and consume connect us

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Personal and Social	ADDITIONAL ACTIVITY Activity 1 Family tree map As Australians, we are all from diverse backgrounds and all are, ultimately, global citizens. Even Indigenous Australians were originally from overseas (albeit, a very long time ago). Our families have connections to people from particular regions from all over the world. This activity aims to display these connections. It should take approximately 30 minutes, as the initial research should have been completed for homework. You will need to provide the students with a map of the world – preferably an outline map. On an outline map of the world, colour in Australia and ensure that BOLTSS have been included. Then, using the research about your family background, colour in the countries or places that have been identified. Use a series of arrows to point from each country or place to Australia. The completed maps could be displayed in the classroom as a reminder of the connections that the students have to different people in different places. An alternative to a world map could be one of Australia, with connections to different states and cities. This may be useful, especially if particular students have difficulty in identifying their background. Activity 2 Australia's submarine cables Source 2 displays the network of submarine telecommunication cables worldwide. Australia is connected to the world via various cables, but due to the size of the map, not all of the cables are depicted. This Additional activity will explore the cables connecting Australia to the world in further depth. It should take about 20 minutes to complete.	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 142–143). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 134–137 in the *Oxford Atlas for Australian Schools* contain additional resources on connecting through transportation, trade and ICT. Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Using the interactive submarine cables map (see the Resources column for the weblink), choose between five and ten cables. Click on the cable and further information will be displayed. Create a table that displays the following information and ranks the cables from the longest to the shortest:

- landing point in Australia
- landing points in other regions (choose a maximum of five points for each cable)
- cable length.

Answer the following questions and discuss your thoughts with other students.

1   Why do you think the region near Sydney is the main cable landing point for Australia?
2   Why do you think other cable landing points are located on the Western Australian coast?
3   Why do you think Adelaide doesn't have a submarine cable landing point?
4   Where is the exception to the pattern of international submarine cables linking Australia to the world?

Section 4B
Topic 4.4 (pages 144–146)
How geographical features influence interconnections

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)	TEACHING STRATEGIES Use Google Maps, type 'Khyber Pass' into the search facility. Make sure the 3D feature is turned on to explore the landscape. Depending on the location of your school and the background of the students, the 'Spread of religion – Christianity' option in Additional activity 1 may need to be substituted for another option, such as Islam, Judaism or Buddhism. ADDITIONAL ACTIVITY Activity 1 The history of trade By exploring the history of some major trade routes, the physical barriers and corridors can be explored in greater detail. The following task should take approximately 40 minutes of class time, but it could be set as a homework task. Students will be required to research one of the topics below and give an overview of the trade routes and the various physical features that influence the routes. Use maps, images and diagrams to support your explanation of the influence of the physical barriers. • Trade of people – triangular trade of slaves • Exploration and the Columbian Exchange • Silk Road – China • Spread of religion – Christianity Activity 2 Global shipping routes As an extension to Question 4 of Check your learning 4.4, other interconnections between ports can be explored. This activity will take about five minutes but can be shortened or extended based on the number of destinations explored. Direct students to the weblink that calculates and maps the time and distance between the world's ports (see the Resources column for the weblink). Each student could select	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 144–146). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 134–137 in the *Oxford Atlas for Australian Schools* contain additional resources on connecting through transportation, trade and ICT. Weblinks • Calculate port distances https://www.searates.com/reference/portdistance/ • A year of global shipping tracked https://www.wired.com/2010/01/global-shipping-map/ Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

| | Geographical concepts
• Place
• Environment
• Interconnection

Capabilities
• Critical and Creative Thinking | five random starting points and ending points to calculate and record on a simple table. To extend this activity, the routes could be hand-drawn on an outline map of the world with the time and distance annotated on the map.

There are also options to explore the routes via land, rail and plane, which could be interesting for a comparison.

FOR YOUR INFORMATION
The Khyber Pass is situated in the Afridi tribal areas of Pakistan, which is the region where dynamic Pakistani cricketer Shahid Afridi was born and raised.

DIFFERENTIATION
For less able students
To narrow the scope of the research for Question 5 of Check your learning 4.4, students could be provided with a specific natural barrier to explore.

Additional activity 1 could just focus on the Silk Road, as one of the major features (the Khyber Pass) has already been explored.

For more able students
To expand the scope of the research for Question 5 of Check your learning 4.4, students could explore natural barriers to trade based around the different biomes of the world (as explored in Chapter 2). | | |

Section 4B
Topic 4.5 (pages 147–149)
How people influence interconnections

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Intercultural	TEACHING STRATEGIES As an introduction to the topic, it might be interesting to show a video from the 1950s (see Resources column for a weblink) that explains trade. The video is an interesting look into the past and links could be made to the changes that have occurred since the 1950s. While you are discussing Source 2 and Source 3, the students could locate the areas referred to on the world map at the back of the Student book or use an atlas to find the locations of England, France and Mozambique. ADDITIONAL ACTIVITY Activity 1 The trading game There are a variety of trade simulation games available on the Internet (see the Resources column for a weblink) that provide a good opportunity for the students to develop their understanding of how trade operates. Most of the simulations take between 40 and 60 minutes depending on the activity chosen. Most of these games require resources including paper, pencils, rulers, scissors and compasses. FOR YOUR INFORMATION The Gaza Tunnels are a very interesting case study of trade in a region of the world where political, ethnic and religious tension abounds. Further exploration of this case study may be of interest to your students (see the Resources column for a weblink). DIFFERENTIATION For less able students Question 3 of Check your learning 4.5 could be undertaken as a group task, as the degree of analysis required is potentially complex and involves a range of scenarios. This approach would allow the less able students to contribute to a group	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 147–149). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Weblinks • Introduction to Foreign Trade: Film from the 1950s https://archive.org/details/Introduc1951 • National Geographics The trading game http://www.nationalgeographic.org/activity/the-trading-game/ • The Gaza tunnels http://www.aljazeera.com/programmes/witness/2014/04/gaza-tunnels-201441772150756893.html Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

| | | rather than tackling the questions individually.

For more able students
Question 3 of Check your learning 4.5 could be undertaken as a group task as the degree of analysis required is potentially complex and involves a range of scenarios. This approach would allow the more able students to contribute to a group and offer insight and assistance to the other members of the group. | | |

Section 4B
Topic 4.6 (pages 150–151)
How technology influences interconnections

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES This topic could be introduced in a range of ways by using or examining the technology that is available to the students. Each school's technology, social media, and mobile phone policy will differ, so this will influence the ability to investigate these forms of ICT. For example, if mobile phones are permitted in the classroom, students could audit their SMS or call lists or look at their usage data to see how often they have communicated or obtained information. The case study of offshore call centres may prompt some discussion among students, especially related to racial or economic stereotyping. It would be worthwhile reminding students of the ethics of geography (see pages 18–19). ADDITIONAL ACTIVITY Activity 1 Timeline of technology The ability to draw an accurate timeline is an important skill to develop in geography as it identifies spatial change over time. The following activity involves researching and creating a timeline of the key developments in information and communication technologies. The task should take about 30 minutes and could be completed as a homework task. An explanation of how to create a timeline may need to be given. The timeline should be completed using a device such as a laptop or iPad if possible. The students will need to research the following developments in ICT: • television • pay tv • mobile phones • the Internet • email • Facebook	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 150–151); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp.134-147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 134-137 in the *Oxford Atlas for Australian Schools* contain additional resources on connecting through transportation, trade and ICT. Interactive maps • World: Facebook usage Weblinks • Working at a call centre https://www.callcentrehelper.com/working-in-indian-call-centres-147.htm Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

- Skype
- YouTube
- Google
- Twitter
- other developments identified.
-

The dates of development will be placed on the timeline and a short annotation with some important facts should also be included.

Activity 2 Working in a call centre
Without assistance from offshore call centres, many people would not be able to have that instant connection with various companies. The social impact on the call centre workers is probably an issue few people would consider. This activity asks the students to consider the call centre workers. It should take about 15 minutes.

Ask the students to imagine they are a call centre worker working for a major international telecommunications company. They receive calls from all around the world, but mainly from Australia and the United States. Students look at Source 2, read a story about Indian call centre workers (see the Resource tab for the weblink) and complete an analysis answering the following questions. The students should then share their thoughts in a small group.

- Who works at the call centres?
- What are their working conditions?
- When do they work and for how long?
- From what locations do they receive calls?
- Why are they working in a call centre?
- How does the work affect them?

FOR YOUR INFORMATION
Approximately 9 million Australians use Facebook every day. Facebook users worldwide have pressed 'like' 3.4 trillion times.

DIFFERENTIATION
For less able students
Additional activity 2 could be completed in a differentiated group.

		For more able students Additional activity 2 could be completed in a differentiated group.		

Section 4B Topic 4.7 (pages 152–153) Digital access around the world				
Geographical knowledge	**Geographical concepts and skills**	**Teaching strategies and learning activities**	**Resources**	**Comments**
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	ADDITIONAL ACTIVITY Activity 1 How do we close the digital divide? The data displayed in Source 2 and Source 3 highlight the widening digital divide between developing and developed countries, especially related to Internet access. The likely consequences of this divide are explored in Question 2 of Check your learning 4.7 – but what are some possible solutions? This activity should take approximately 30 minutes. After completing Questions 1–4 of Check your learning 4.7, ask the students to consider how the digital divide between developing and developed nations could be narrowed, or even closed. Students can work in small groups to consider methods to narrow the digital divide by using the following questions: • What is the problem? • What is our solution? • Who will be affected? • Where will we implement our solution? • What steps do we need to take to make our solution work? • What makes our solution constructive and socially responsible? • Will our solution work? This final question could be posed to another group. Each group could share their ideas and then other groups could evaluate whether they think their solution will work to narrow the digital divide. FOR YOUR INFORMATION Flickr is an image-hosting and video-hosting website. It is also a web services suite for users to share and embed personal photographs in blogs and social media. DIFFERENTIATION For less able students Accounting for the differences in digital access might be a	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 152–153). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Pages 134–137 in the *Oxford Atlas for Australian Schools* contain additional resources on connecting through transportation, trade and ICT. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

challenge for students undertaking Question 3c of Check your learning 4.7. The question could be rephrased to, 'Why do countries in Africa have low digital access compared to Australia and the USA?'

A similar approach to Question 5c of Check your learning 4.7 could also be considered. The question could be rephrased to, 'What do you think the spots of white in areas of darkness might be?'

For more able students
Question 3c of Check your learning 4.7 could be extended by delving into the specific reasons for the differences in digital access in neighbouring countries in Africa, such as South Africa and Mozambique.

Question 5c of Check your learning 4.7 could also be extended by using an atlas to locate and name the 'spots of white' in Source 3, such as Moscow.

Section 4B
Topic 4.8 (pages 154–155)
Connecting with remote areas

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Intercultural • Personal and Social	TEACHING STRATEGIES An introductory video of communication in Antarctica could be shown (see the Resources column for a weblink). The video explains the challenge of communicating with Antarctica, but also highlights the changes that have occurred. ADDITIONAL ACTIVITY Activity 1 Space junk and de Bono's Six Thinking Hats The written component of this activity should take 10 minutes to complete. Before completing Question 7 of Check your learning 4.8, students could consider the issue of space junk by using de Bono's Six Thinking Hats. Each student may use the 'hat' questions in order to expand their thinking and help to more effectively complete Question 7. White hat: Identify further information that you may need to know about space junk. Red hat: What do you feel the problems with space junk might be? Green hat: What are some possible ways that future space junk could be addressed? Black hat: What problems or difficulties might your solution to space junk cause? Yellow hat: Why do you think your strategies to tackle space junk might work? Blue hat: What steps are required to address the problem of space junk? FOR YOUR INFORMATION If you have the time and permission, the movie *Gravity* with	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 154–155). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 134–137 in the *Oxford Atlas for Australian Schools* contain additional resources on connecting through transportation, trade and ICT. Interactive maps • World: Mobile phone usage • World: Internet traffic Worksheets • Student worksheet: 4.8 The Royal Flying Doctors Service Weblinks • Antarctic broadband http://www.abc.net.au/catalyst/stories/3453168.htm Other teacher resources • Student book answers • Student worksheet answers • Chapter 4 Flashcard glossary	

		Sandra Bullock could be interesting to show the class as it relates to connections through technology and the effect of space junk.		

4B RICH TASK (pages 156–157)
How the Internet connects you to the world every day

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Intercultural • Personal and Social	TEACHING STRATEGIES If this is the first time the students have devised a survey, it will be important to go through open and closed questions so they understand the nature of these questions. Using examples of these, combined with a brainstorming session may be a good approach to developing the students' understanding. Place a time limit on the length of the class presentations. Encourage the students to make the presentation of their data both interesting and informative. DIFFERENTIATION For less able students If the students are struggling to devise their own questions, especially open questions, just ask them to focus on a series of closed questions. The focus could be narrowed further by just having 'yes', 'no' or 'maybe' responses to the survey questions. The data will be easier to analyse and present on a series of graphs. For more able students Students could be encouraged to develop a range of survey questions, mainly closed, but with some open questions. They should also ensure their data analysis is in depth and that they present the data in a range of varied styles.	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 156–157). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 134–137 in the *Oxford Atlas for Australian Schools* contain additional resources on connecting through transportation, trade and ICT. Worksheets • Differentiation worksheet: 4B Connecting with people and places around the world Other teacher resources • Student book answers • Differentiation worksheet answers • Chapter 4 Flashcard glossary	

Section 4C
Topic 4.9 (pages 158–159)
Global trade connections

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Intercultural • Personal and Social	TEACHING STRATEGIES An interesting view of Hong Kong Harbour, as shown in Source 2, can be achieved by observing the webcams that overlook various sections of the harbour (see the Resources column for a weblink). The webcams show a series of pictures combined together over the course of a day. Depending on the day, there will hopefully be numerous ships in the images. If the webcam is not showing a good range of images, Google Earth captures the density of ships that are located in the region of the harbour. When approaching Question 4 of Check your learning 4.9, be mindful of the students in your class and extend the 'someone older' category to include a range that is wider than just a parent or grandparent. ADDITIONAL ACTIVITY Activity 1 Hong Kong's street view The number of locations that have Street View through Google Earth is continually growing. However, there are still many regions of the world that are not covered. Fortunately, Hong Kong has an extensive Street View coverage. This activity uses Street View to explore the ports of Hong Kong Harbour. It should take about 40 minutes but can be shortened by just observing, rather than producing a map, and calculating the number of containers. Type 'Container Port Road South' into the Google Earth search bar, then place the Street View icon onto this road. You should now be at ground level in Street View. Move along the road until you find a location that has a high concentration of shipping containers. Read the signs on the shipping containers and record the names of at least 10 different shipping container companies. Research the origin of these companies and record the main country or countries in which the companies are based.	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 158–159). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 134–137 in the *Oxford Atlas for Australian Schools* contain additional resources on connecting through transportation, trade and ICT. Interactive map • World: Shipping traffic Weblinks • Hong Kong harbour webcam http://www.hko.gov.hk/wxinfo/ts/index _webcam_e.htm Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Produce a flow map that indicates the direction of travel from the country of origin to Hong Kong Harbour.

Exit Street View and return to Aerial View. Try to estimate the number of containers in the port region that is accessed by Container Port Road South to the east of Ching Cheung Road and Tat Mei Road, assuming that the containers are stacked six high. The Ruler tool could be used to provide an estimate of the dimensions of the region (it is approximately 700 m x 800 m). Then use the Ruler tool to create a box that is 100 m x 100 m. Count the number of containers in this area and multiply it by six. Then work out how many times the box 100 m x 100 m could fit into the entire region. Compare your estimation with other class members.

FOR YOUR INFORMATION
The world's largest cargo plane is the An-225 Mriya manufactured in Ukraine. See the Resources column for a weblink with further information.

DIFFERENTIATION
For less able students
Question 5 of Check your learning 4.9 could have a narrower focus by providing a list of products, such as an electronic device or a particular food or clothing item.

For more able students
Question 5 of Check your learning 4.9 could have a wider focus by having the student research some of the components within the item they have purchased. These components may have originated from other countries, then been assembled in one country.

Section 4C
Topic 4.10 (pages 160–161)
Multinational companies

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) <u>Geographical concepts</u> • Interconnection <u>Capabilities</u> • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	ADDITIONAL ACTIVITY <u>Activity 1 Apple in China</u> The Apple manufacturing move into China has not been without controversy. There have been issues with employment, employee wages and conditions, and even a factory explosion. This activity looks at the Apple factories and prompts the students to consider their opinions about the move of Apple into China. It should take approximately 30 minutes of research and writing, then a further 15 minutes of feedback and discussion. The students should conduct research to gain an overview of the issues facing Apple in China. Once they have completed their research, the students will fill in the following table. Then they can use the information in the table to facilitate the class discussion about the question, 'Was it a good idea for Apple manufacturing to move to China?' The table could have extra columns depending on the number of issues considered. Some issues to consider could include: the move from the United States, the wages and conditions of workers, the potential hazards, the difficulty of finding enough workers, and China's economic growth. DIFFERENTIATION For less able students Question 7 of Check your learning 4.10 could be completed in	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 160–161). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 138–141 in the *Oxford Atlas for Australian Schools* contain additional resources on globalisation with a case study of Coca-Cola as an MNC. Worksheets • Student worksheet: 4.10 The journey of a Nike runner Other teacher resources • Student book answers • Student worksheet answers • Chapter 4 Flashcard glossary	

I need to decide if it was a good idea for Apple manufacturing to move into China.			
The issues to consider are:	a.	b.	c.
On the plus side:			
On the minus side:			
My opinion of this issue is:			
My overall view is that it <u>was</u>/<u>was not</u> a good idea for Apple manufacturing to move into China because …			

		differentiated groups of three or four students. The less able students could be involved in some research, but their main contribution could be the visual presentation of the ideas. For more able students Question 7 of Check your learning 4.10 could be completed in differentiated groups of three or four students. The more able students could be involved in the research, but their main task would be to collate all of the ideas.		

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Personal and Social	TEACHING STRATEGIES Question 3b of Check your learning 4.11 is quite involved, so it might be more effective to make it a group or pair activity. As some materials come from multiple sources – like aluminium, silver and steel – you could just choose one country as its source or combine the distances travelled. The starting point should be the closest point to Southern China; for example, from Mexico, begin on the west coast. ADDITIONAL ACTIVITY Activity 1 Mount Isa in Google Earth The social impact of the lead mine at Mount Isa is explained in the Student book, but the location of the town in relation to the mine is quite surprising. The following activity uses Google Earth to explore the location of the mine, the town and the town's water supply. By investigating the distances between the locations, the impact of the pollution released during the lead smelting process on the health of the community can be highlighted. This activity should take about 25 minutes. Ask the students to type Mount Isa into the Google Earth search bar. Ensure the 3D box is checked. Zoom in and explore the mine, taking note of the mine itself, the tailings dam, the infrastructure and the enormous mining trucks. Locate the chimneystack coloured with red and white stripes – see the right hand side of Source 4 for an image. • What do you observe about the chimneystack in Google Earth and Source 4? • Using the Ruler tool, measure the distance from the chimneystack to the nearest house, the public swimming pool and the local primary school. • How would you feel if you were a parent of young children and you moved to Mount Isa? • Zoom out until Lake Moondarra is visible (north-east of Mount Isa). This is the town's major source of water. What	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 162–163). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

distance is it from the red and white chimneystack?

- What impact could the chimneystack have on the town's water supply?
- Zoom back into the chimneystack and click on the 'Historical Image' tool. Scroll back in time and make note of the smoke coming from the chimneystack. What direction is the smoke usually blowing? Does this change your opinion about living in Mount Isa? Why or why not?

FOR YOUR INFORMATION
There is usually less than a gram of gold in a laptop. It is used because it is corrosion-resistant and is a fast conductor.

DIFFERENTIATION
For less able students
For Question 3b of Check your learning 4.11, distances could be a straight-line distance instead of by sea.

For more able students
Question 3b of Check your learning 4.11 could begin by researching the main port of each country to determine a more precise distance.

Section 4C
Topic 4.12 (pages 164–165)
Connecting through food

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical	TEACHING STRATEGIES If students are researching a response to Question 4 of Check your learning 4.12, be aware that many websites may contain images and opinions that may be confronting or shocking. ADDITIONAL ACTIVITY Activity 1 Food kilometres The connections through food often mean that the food is transported vast distances across the globe. This transport, usually by ship, but also by road, rail and plane, results in the burning of enormous quantities of fossil fuels, which leads to greenhouse gas (GHG) emissions. This activity uses Source 1 to measure the distance and the calculation below to calculate the 'food kilometres' involved in shipping wheat to various destinations. It should take about 20 minutes to complete. Wheat is one of Australia's major exports – on average we export about 15 million tonnes annually. Your task is to calculate the 'food kilometres', using Source 1 and the calculation below, of wheat from Australia to six major export destinations. Use Step 1 below to calculate the data required to complete the table. The calculation to work out the GHG emissions is: • Tonnes of wheat per ship = 30 000 (30 million kilograms) • GHG emissions produced by the ship per kilometre per kilogram of wheat = 0.1303 grams • Calculation to use: GHG emissions = kilograms x distance x 0.1303 • For example, a wheat export from Australia to New Zealand: o 30 000 000 kg x 3200 km x 0.2699 = 25,910,400,000 grams of GHG emissions (or 25 910.4 tonnes) 1. Measure the distance between Geraldton, WA, in Australia, by sea, to the coastline (or to be more accurate, a port) of the countries in the table. The measurements can either be taken from Source 1, or the Ruler tool on Google Earth	Student book *Oxford Big Ideas Humanities 9 Victorian Curriculum*: Chapter 4 An interconnected world (pp. 132–133). The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 138–141 in the *Oxford Atlas for Australian Schools* contain additional resources on globalisation Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

terminology
(VCGGC132)

Geographical concepts
- Interconnection

Capabilities
- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

could be used.

2. Use the calculation to work out the 'food kilometres'.

'Food kilometres' of wheat exports from Australia		
Country	Distance by sea (kilometres)	GHG emissions (tonnes)
Iran		
Egypt		
Japan		
South Korea		
China		
Indonesia		

3. Discuss the following question in small groups, then share ideas with the class: Is the environmental cost of the GHG emissions more important than the economic gain from the export of wheat?

DIFFERENTIATION
For less able students
The research required for Question 4 of Check your learning 4.12 will yield a range of opinions, many of which will be highly emotive. It might be worthwhile narrowing the focus of the research by allowing the less able students to consult three groups: Australian Government, Ban Live Exports groups and the RSPCA.

For more able students
The research required for Question 4 of Check your learning 4.12 will yield a range of opinions, many of which will be highly emotive. The more able students should endeavour to find at least three groups that oppose and three groups that support live animal trade. This range should enable them to establish a well-balanced opinion of live animal trade.

4C RICH TASK (pages 166–167)
The geography of you

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments

Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)
	
	Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)
	
	Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology
		TEACHING STRATEGIES
		Depending on the background of your students, the tasks in Apply the skill might cause some angst as some students, depending on their socioeconomic status, may not have access to various items of clothing, communication devices or other items. It would be prudent to be mindful of this before approaching the task.
		
		DIFFERENTIATION
		For less able students
		The responses to Extend your understanding will vary, however the less able students could complete a general summary, rather than an in-depth investigation, of the Rana Plaza disaster. Their research could include some images and a map of the location in Bangladesh.
		
		For more able students
		The responses to Extend your understanding will vary, however the more able students could include reference to the SHEEPT factors in order to extend their investigation.
			Student book
			Oxford Big Ideas Humanities 9 Victorian Curriculum: Chapter 4 An interconnected world (pp. 166–167). The geography toolkit (pp. 4–43) will be invaluable throughout the course.
			
			Atlas
			Oxford Atlas for Australian Schools (pp. 134–147) or another suitable school atlas will also be invaluable throughout this section of the course.
			Pages 138–141 in the *Oxford Atlas for Australian Schools* contain additional resources on globalisation
			
			Worksheets
			• Differentiation worksheet: 4C Trade connects people and places
			
			Weblinks
			• The Rana Plaza disaster
			  A weblink to further information about the Rana Plaza disaster
			  http://www.economist.com/news/leaders/21577067-gruesome-accident-should-make-all-bosses-think-harder-about-what-behaving-responsibly
			
			Other teacher resources
			• Student book answers
			• Chapter 4 Flashcard glossary	

	(VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social			

Oxford Big Ideas Humanities 10 Victorian Curriculum
GEOGRAPHY TEACHING PROGRAM AND RESOURCES
UNIT 2: Geographies of human wellbeing
Chapter 4 An unequal world

Learning area: The Humanities:
- **GEOGRAPHY**

Level: 10	**Suggested time allocation:** 15 hours

KEY QUESTIONS

- What are the causes and consequences of change in places and environments?
- What are the future implications of changes to places and environments and what management options exist for sustaining human and natural systems into the future?
- Why are interconnections and interdependencies important for the future of places and environments?
- How can spatial variation between places and changes in environments be explained?

GEOGRAPHICAL KNOWLEDGE

- Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing(VCGGK150)
- Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)
- Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places(VCGGK152)
- Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153)
- Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154)

GEOGRAPHICAL CONCEPTS AND SKILLS

Place, space and interconnection
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales(VCGGC128)
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences(VCGGC129)

Data and information
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)

Geographical concepts

Place: The concept of place is about the significance of places and what they are like.

Space: The concept of space is about the significance of location and spatial distribution, the ways people organise and manage the spaces that we live in.
Environment: The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.

Interconnections: The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

Sustainability: The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.
Scale: The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

Change: The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

Achievement standard

By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.

They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.

They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Assessment

To be devised within each school according to needs and requirements, noting:
Outcomes are applicable to all topics. Some may be more relevant to a particular topic than others. Outcomes may be examined.

Capabilities: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social	**Geographical resources:** Maps, Graphs and Statistics, Spatial Technologies, Visual Representations, Fieldwork

ADVICE TO TEACHERS	Comments
Navigating the text • The content covered in each section of this chapter closely follows the Geography 7-10 curriculum released by the Victorian Curriculum and Assessment Authority (VCAA) in 2016. By using this chapter as part of your teaching program, you can be assured that you are integrating all of the geographical concepts and skills as prescribed by the VCAA in teaching the Victorian Curriculum. • Each section of this chapter is organised according to key inquiry questions from the syllabus. By regularly revisiting these questions as you work through the chapter, asking your students to engage with them, and/or encouraging them to generate their own key questions, you will be embedding an inquiry model of learning. Inquiry learning values process as well as product – moving away from the mere acquisition of facts to the development of deep understandings about concepts and generalisations that are transferable. • Every 2- or 4-page topic in this chapter is accompanied by a 'Check your learning' box that can be used in class or for homework. Questions are organised into the following three categories: Remember and understand; Apply and analyse; Evaluate and create. Answers are given in the Teacher obook. **Rich tasks** • An easy way to regularly monitor your students' understanding of key content dot points is to use the 'Rich task' pages at the end of each section. These activities link directly to the content dot points in the syllabus and provide an opportunity for ongoing assessment (both formal and informal). • Each set of 'Extend your understanding' questions links to three differentiated student worksheets that can be assigned based on student performance. These worksheets are graded according to ability level. They allow you to personalise learning based on the needs of individual students. **Worksheets** This chapter is supported by a series worksheets. Worksheets and suggested solutions can be found on the Teacher obook. **Interactive modules, videos and weblinks** This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets. **Flashcard glossary** This chapter is supported by an interactive flashcard glossary you can find in the obook. The flashcard glossary can be used flexibly, either in class or assigned for homework/private study. It features key terms from the chapter and encourages students to test their understanding of these terms by turning a series of flashcards. Key terms appear on the front and definitions appear on the back. **assess** Each chapter of the *Oxford Big Ideas Humanities 10 Victorian Curriculum* Student book includes auto-marking multiple-choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students: • Support (foundation) • Consolidate (standard) • Extend (advanced). Students can review their quiz results to see which questions they answered correctly or incorrectly. Students can improve their results by attempting the quiz again with the challenge of randomised answer options. **Results** Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.	

CHAPTER 4: GETTING STARTED		
An unequal world (pages 138–139)		
	Resources	**Comments**
4A How does wellbeing vary around the world? Section 4A first looks at the concept of wellbeing and how it can be measured, particularly looking at quantitative measurements of wellbeing. It then goes on to look at a number of useful indicators of wellbeing: wealth, poverty, health, and education. Introduce this lesson with a class discussion. Ask students to each name one thing that means wellbeing to them personally. Write these things up on the whiteboard. Once students can see all their different of wellbeing, ask them if they can come up with a single definition of wellbeing that they can all agree on. 4B How does wellbeing vary within countries? This section follows on from section 4A, and the indicators that were introduced there are now used in case studies in India, Bolivia, Australia and within Indigenous communities in Australia. This section starts a case study on wellbeing within India. You could introduce this section by showing some film clips from the film *Slumdog Millionaire* to give students a feel for life in the slums in India (even if it is a 'Hollywood' version). DIFFERENTIATION WORKSHEETS Each Rich task in the Student book is accompanied by a set of Differentiation worksheets that can be completed by students in the classroom or as homework, depending on your needs. Each Differentiation worksheet comes in three versions to suit students at various levels. They can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. The three versions are: • Support (for students 'below level') • Consolidate (for students 'at level') • Extend (for students 'above level') The Differentiation worksheets can be found in each Rich task and in the Teacher resources tab of the Teacher obook.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 138–139); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Country statistics database • Chapter 4 Flashcard glossary	

Section 4A
Topic 4.1 (pages 140–141)
Defining wellbeing

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	DIFFERENTIATION Many of the Evaluate and Create questions throughout this section will be suitable for group work. Try to divide the class into mixed groups where less able students can complete the more straightforward tasks, supported by more able students who can complete the more challenging aspects of the exercise. This can be particularly useful for some of the mapping and statistical questions.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 140–141); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Section 4A
Topic 4.2 (pages 142–143)
Different views of wellbeing

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments

Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)
	
	Geographical concepts
	• Place
	• Interconnection
	
	Capabilities
	• Critical and Creative Thinking
	• Ethical
	• Intercultural
	• Personal and Social
		TEACHING STRATEGIES
		Students will be looking at many countries from a variety of indicators to help clarify the taxing question: 'Who needs what help and why?'
		
		Students need to be clear about the difference between quantitative factors and qualitative factors in relation to wellbeing. Some writers have suggested that wellbeing is a combination of one's physical, social, cultural, spiritual, educational, recreational and other aspects of one's life and therefore access to these important concepts needs to be taken into account. Some people, for example, will only feel 'fulfilled' if they live within walking distance of a religious centre, and others within walking distance of many restaurants and nightclubs.
		
		The concept of 'wellbeing' inherently shows that qualitative data, while being almost impossible to put into statistics, is worthwhile considering with any nation. The interesting case of Bhutan with its GNH or Gross National Happiness is a case in point and worth further exploration (see the weblink in the Resources column for further information on Bhutan and GNH).
			Student book
			Oxford Big Ideas Humanities 10 Victorian Curriculum: Chapter 4 An unequal world (pp. 142–143); The geography toolkit (pp. 4–43) will be invaluable throughout the course.
			
			Atlas
			Oxford Atlas for Australian Schools (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course.
			
			Interactive map
			• Happy Planet Index
			
			Weblinks
			• Bhutan and GNH
			  Information about GNH and how it is measured (including the questionnaire used). Also has videos and audio.
			  http://www.grossnationalhappiness.com/
			
			Other teacher resources
			• Student book answers
			• Chapter 4 Flashcard glossary	

Section 4A
Topic 4.3 (pages 144–145)
Mapping wellbeing

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical	TEACHING STRATEGIES Check your learning 4.3, question 5 would be a good group activity and teachers should try to organise the groups into mixed abilities. Someone in the class may be able to complete the task on the computer but other than that, sheets of A3 paper are suggested and all students will need to work at the same scale. This activity could be completed over two to three lessons. When finished, students could apply the PQE method of patterns, quantity and exceptions.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 144–145); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Pages 162–163 in the *Oxford Atlas for Australian Schools* contains a range of maps showing spatial variations in human wellbeing. Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

| | | terminology (VCGGC132)

Geographical concepts
• Space
• Scale

Capabilities
• Critical and Creative Thinking
• Ethical
• Intercultural
• Personal and Social | | | |

Section 4A
Topic 4.4 (pages 146–147)
Exploring links between wellbeing

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments

Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)
	
	Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)
	
	Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical
		TEACHING STRATEGIES
		When looking at scatter plots on this spread, it is essential that students understand the term 'correlation'. A correlation is a statistical measure that indicates the extent to which two or more variables are related or interlinked.
		
		The skill drill: Constructing scatter plots using Microsoft Excel is a useful exercise for familiarising students with scatter plots and also becoming more capable with Excel. There are 17 countries listed in Oceania and it takes no time at all to load the data in.
		
		For this skill drill, teachers could tell the students to leave Niue out of the scatter plots as the data for Niue is incomplete. Students should also choose whether they use male life expectancy or female life expectancy. It probably makes most sense to use female life expectancy as generally this is the higher figure.
		
		ADDITIONAL ACTIVITY
		Check your learning 4.4, question 5 gives student the opportunity to explore the Gapminder website as shown in Source 2 (also see the weblink in the Resources column). If teachers would like to extend this, students could complete the following activity. This would give students the chance to compare Australia with some of the less developed nations, and then Australia with some more developed nations.
		
		1 Select a small group of nations (Australia plus two developing nations); for example Australia, India and the Democratic Republic of Congo.
		2 Using the Gapminder website and five different indicators, explore the graphs showing these three countries. Create a table showing how these countries compare.
		3 Select a second group of nations (Australia and two
			Student book
			Oxford Big Ideas Humanities 10 Victorian Curriculum: Chapter 4 An unequal world (pp. 146–147); The geography toolkit (pp. 4–43) will be invaluable throughout the course.
			
			Atlas
			Oxford Atlas for Australian Schools (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course.
			
			Weblinks
			• Gapminder World
			  The Gapminder website with scatter plots and other great material
			  https://www.gapminder.org/
			
			Other teacher resources
			• Student book answers
			• Chapter 4 Flashcard glossary	

| | terminology (VCGGC132)

Geographical concepts
• Interconnection

Capabilities
• Critical and Creative Thinking
• Ethical
• Intercultural
• Personal and Social | other developed countries); for example Australia, Germany and the United Kingdom.
4 Again, using the Gapminder website and five different indicators, explore the graphs showing these three countries. Add to your table, showing how these countries compare.
5 Write a paragraph noting any differences you can observe between the two groups. | | |

Section 4A
Topic 4.5 (pages 148–149)
Contrasts in wealth

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Space • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES Start the lesson by discussing with students the strengths and weaknesses of the different quantitative measures used to calculate levels of wellbeing between countries. It should be stressed with the students that the quantitative data such as GDP and GDP per capita, plus the HDI, based on GDP per capita, life expectancy, and literacy/education, are extremely important and generally used by most international organisations to determine aid relief, the building of schools, the need for international advisors and all the other ways in which financial aid, either directly or indirectly, is distributed around the globe. It is the means by which 'the Haves' give to the 'Have Nots'. Even with the poverty line as determined at US$1.25 a day, these figures can be misleading, because of the extremes of wealth that can be found in some countries, creating a false reading of the data. The 'champagne glass distribution' shown in Source 2 can as easily happen in a single country as it does across the world. The use of the 'thousand' as a yardstick whereby it can be calculated that a nation may, for example, have 50 doctors per 1000 people, or 200 TV sets or 10 washing machines, has been used by *Encyclopaedia Britannica* for many years and is a good, alternative comparative measure between countries. For Check your learning 4.5 question 6, some weblinks have been provided under the Resources column to help students with their further research. For question 6a, brainstorming why global wealth is so unevenly distributed, encourage students to think about the environment and climate, the Western commercial legacy and the discovery of the modern world's most vital resource, oil. For question 6b, students could consider factors such as	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 148–149); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Interactive maps • Africa (political) • Gross Domestic Product Worksheets • Student worksheet: 4.5 Connections between wealth and wellbeing Weblinks • Global Wealth Report 2016 https://www.credit-suisse.com/us/en/about-us/research/research-institute/news-and-videos/articles/news-and-expertise/2016/11/en/the-global-wealth-report-2016.html • How does Australia's wealth equality compare? This article has an interactive map and you can click on different countries so can find out about Australia's inequalities in wealth. Unfortunately it is only for OECD countries. https://theconversation.com/income-and-wealth-inequality-how-is-australia-faring-23483 Other teacher resources	

		landscape, climate, resources, water, transport, trade routes, levels of education and employment, availability of employment and wage levels.	• Student book answers • Student worksheet answers • Chapter 4 Flashcard glossary	

Section 4A
Topic 4.6 (pages 150–151)
Living in poverty

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments

Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)
	
	Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)
	
	Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical
		TEACHING STRATEGIES
		The Millennium Development Goals are mentioned for the first time here. Students just need to be aware of their existence at this stage as targets set by the United Nations to increase global wellbeing. The Millennium Development Goals are covered in much greater detail in Chapter 5. Under the Resources column there is a weblink to a 3-minute video on the Millennium Goals and the choices of the United Nations. This would provide a good introduction to them.
			<u>Student book</u>
			Oxford Big Ideas Humanities 10 Victorian Curriculum: Chapter 4 An unequal world (pp. 150–151); The geography toolkit (pp. 4–43) will be invaluable throughout the course.
			
			<u>Atlas</u>
			Oxford Atlas for Australian Schools (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course.
			
			<u>Weblinks</u>
			• Millennium Goals video
			  Essential video that explains exactly what the UN has to do in making decisions around Millennium Goals
			  http://www.copenhagenconsensus.com/
			
			• UN Millennium Goals
			  United Nations website on the Millennium Development Goals
			  http://www.un.org/millenniumgoals/
			
			<u>Other teacher resources</u>
			• Student book answers
			• Chapter 4 Flashcard glossary	

		terminology (VCGGC132)			
		Geographical concepts			
		• Interconnection			
		Capabilities			
		• Critical and Creative Thinking			
		• Ethical			
		• Intercultural			
		• Personal and Social			

Section 4A
Topic 4.7 (pages 152–153)
Contrasts in health

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Space • Interconnection Capabilities • Critical and Creative Thinking • Ethical	TEACHING STRATEGIES While it may be tempting to just use data to describe inequalities in wellbeing, it is also important for students to understand that wellbeing is a measure of the standard of life of individuals and is therefore more than just a series of numbers. One way to emphasise this is to use the Youtube program 'Slum Survivors'. In the first few minutes of this video a baby is born in the kitchen of one of the slum dwellers. You should preview this first before showing it to your class to assess its suitability for your group. Show it without telling the class what it is about; this increases the impact of the story. After the first ten minutes of so, stop the video and initiate a discussion about what they have seen. Discuss the opportunities open to this woman and her children in improving their wellbeing. Contrast this with opportunities open to your students and their families. To help students answer question 5 of Check your learning 4.7, a weblink is provided in the Resources column. ADDITIONAL ACTIVITY Below is a table listing eight countries and five indicators of development.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 152–153); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Interactive map • Life expectancy Worksheets • Student worksheet: 4.7 Indicators of wellbeing Weblinks • Youtube program 'Slum Survivors' showing life in the Nairobi slum of Kibera. https://www.youtube.com/watch?v=cfW_r_4stqs Other teacher resources • Student book answers • Student worksheet answers • Chapter 4 Flashcard glossary	

	Indicators of development				A	B	C
	Female life expectancy	Death rate per 1,000	Infant mortality rate	Maternal deaths /100,000 births	Total score of rankings	Ranking of total scores	GDP ranking
Afghanistan							

Yemen							
Botswana							
Philippines							
Burkina Faso							
Luxembourg							
Australia							
Bolivia							

1 Using the data from the Population Reference Bureau (see link in Resources column), find the indicators for each of the countries above and rank each country from the one that scores best (1) for an indicator to the country that scores the worst (8) for an indicator. **Be careful doing this – the highest number isn't necessarily the best.**

2 Once you have ranked each country for each indicator, give them a total score by adding all their rankings together and putting their total score in column A.

3 Using the score in column A, rank the countries from the one that overall scored the best (it will have the lowest total score in column A) to the one that scored that worst. Place their final ranking in column B. This shows the overall rank for each country and is your own measure of the quality of life in these countries.

4 Now rank the GDP for each country and place in column C. You can think of GDP as being the wealth of the country.

5 Now answer the following questions:

Questions

1 In which country are the people likely have a higher level of wellbeing? Explain.
    Use the website 'If it Were My Home' (see weblink in

the Resources column) to compare living conditions in Australia to the country you determined had the lowest level of wellbeing.

2   Why do you think people in some countries have a much higher standard of wellbeing than people in other countries? Answer this by referring to some of the data in the table.

DIFFERENTIATION
For less able students
For question 4 it may assist less able students if you provide them with the names of two regions: Africa and Europe should work well for this task.

For more able students
For question 4 more able students could look for variations within regions rather than variations between regions.

Section 4A
Topic 4.8 (pages 154–155)
The Sub-Saharan HIV epidemic

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES It is important for students to understand the difference between HIV and AIDS. HIV is the virus and once it is contracted can live in the body for years without any symptoms of the disease AIDS. It is AIDS that is the physical result of the breakdown of the body's immune system. However, anyone with HIV is at risk of transmitting the virus to another person, whether they have symptoms of AIDS or not.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 154–155); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Section 4A
Topic 4.9 (pages 156–157)
Contrasts in education

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES This section begins with a paragraph on the importance of education. Many students in Australia they may not have considered why societies such as ours place such an emphasis on education, so it is worth pausing and considering why this is the case. Another interesting aspect of literacy is how it has become accessible to all classes of people, where once it was considered something for the elite. There is a weblink to an interesting article about this in the Resources column. DIFFERENTIATION For less able students Question 7 may prove difficult for less able students. An alternative approach to the one suggested in the activity is to allocate the barriers to education to each group. In this way, the less able students can be given those that have more obvious solutions. These include poor transport networks and a lack of educational materials. For more able students More able students should be encouraged to think beyond the obvious barriers and solutions for question 7. For example, the obvious solution to poor transport networks may be to provide buses for students. More able students should then think about why these have not already been provided and to postulate solutions to these barriers. Buses may not be provided for example, because of poor roads, a lack of trained drivers, poor access to fuel, a lack of money to buy the buses and pay the drivers etc.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 156–157); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Interactive map • Literacy rate Weblinks • An interesting analysis of literacy, including a line graph showing the changes in literacy in selected countries over the last 500 years https://ourworldindata.org/literacy/ Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

4A RICH TASK (pages 158–159)				
Global obesity epidemic				
Geographical knowledge	**Geographical concepts and skills**	**Teaching strategies and learning activities**	**Resources**	**Comments**

Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150)	Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)	TEACHING STRATEGIES
		Weblinks have been supplied in the Resources column to help students start their research on global obesity as part of the Extend your understand activities.
		
		Some weblinks that might be of interest have also been listed in the Resources column. These include an article on childhood obesity and links to early puberty, and a short news video on obesity in the USA. This video might be used to introduce the topic.
			Student book
			Oxford Big Ideas Humanities 10 Victorian Curriculum: Chapter 4 An unequal world (pp. 158–159); The geography toolkit (pp. 4–43) will be invaluable in this course.
			
			Atlas
			Oxford Atlas for Australian Schools (pp. 162–171) or another suitable school atlas will be invaluable in this section.
			
			Worksheets
			• Differentiation worksheet: 4A Variations in wellbeing around the world
			
			Weblinks
			• Obesity
			  Some facts about obesity and its dangers. Website also has a world map of obesity rates.
			  http://www.worldobesity.org/
			
			• Obesity in USA
			  Short video and news story on growing obesity in the USA.
			  http://wwlp.com/2014/09/01/world-obesity-rates-have-doubled-since-1980/
			
			Other teacher resources
			• Student book answers
			• Differentiation worksheet answers
			• Chapter 4 Flashcard glossary	

Section 4B
Topic 4.10 (pages 160–161)
Variations in wellbeing within India

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Place • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	ADDITIONAL ACTIVITY This task will be completed in class time under test conditions, but open-book. You will have three periods to complete the activities. These take the form of a mapping activity (bring some coloured pencils) and some activities on interpreting your completed map as well as another map. It would be a good idea to review your notes about wellbeing in India before you complete the task. All tasks are to be hand written on the paper provided. Period 1 Task 1: Chloropleth map Using the outline map provided (see link in Resources column), draw a choropleth map of female literacy rates in India. Use the data from the Indian census (see Resources column). Suggested categories for literacy are 50-59, 60-69, 70-79, 80-89, 90 and over. Remember the darker the shade the higher the value. Remember to finish your map with BOLTSS. Period 2 Task 2: Distribution pattern using PQE Use the PQE method to describe the distribution pattern of female literacy in India as shown on your completed map. (Page 28 of your Student book will remind you of this.) Period 2 Task 3: Relationship between maps Using your map and the map of HDI in India on page 160, describe the relationships that exist between female literacy rates and the Human Development Index (HDI) in India. The HDI is a tool developed by the United Nations to grade and rank the social and economic development of the world's countries in order from most to least developed. It combines data for life expectancy, education, and income per capita to give an overall score for human development for each country or each state within a country. Period 3 Task 4: Reasons for relationships	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 160–161); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Interactive map • Human Development Index Worksheets • Student worksheet: 4.10 Comparing Kerala and Chhattisgarh Weblinks • *Forbes* magazine article on India's millionaires http://www.forbes.com/sites/ranisingh/2016/07/22/indian-millionaires-worth-1-5-trillion-numbers-up-55-in-less-than-a-decade/#45b2aa8a61ea • Outline map of India's states http://www.d-maps.com/carte.php?num_car=24855&lang=en • Census data for India; page 14 includes the literacy rates for India's states http://censusindia.gov.in/2011-prov-results/data_files/india/Final_PPT_2011_chapter6.pdf	

Explain why the relationships you described in task 3 occur. Think about all the reasons for wellbeing that we have covered to date (see pages 160–163 of your Student book).

Period 3   Task 5: Role of educating women
Respond to the following statement: 'The education of women is the key to improving the standard of living e.g. income, life expectancy as well as controlling population growth'. Use specific examples of the states of India as well as other examples from around the world in answer.

FOR YOUR INFORMATION
India provides a wonderful case study of variations in wellbeing within a country. Home to millions of people with very low levels of wellbeing, it is also home to 236 000 millionaires (see *Forbes* magazine article in the Resources column).

DIFFERENTIATION
For less able students
Multiple bar graphs such as the one in question 5 can be difficult for many students. They are described in detail on page 22 of the Geography Toolkit, so direct students toward this page before beginning question 5.

Other teacher resources
• Student book answers
• Student worksheet answers
• Chapter 4 Flashcard glossary

Section 4B
Topic 4.11 (pages 162–163)
India's rural-urban divide

Geographical knowledge	Geographical knowledge	Geographical knowledge	Geographical knowledge	Comments
Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical	TEACHING STRATEGIES If you would like to look at India in more depth, see the weblinks listed under the Resources column. There are several useful videos for teaching students about life in Indian cities. The first of these is the 2 part series 'Kevin McCloud's Slumming It' where he stays in the Mumbai slum of Dharavi for two weeks. There are some suggestions about using this in class in the Additional Activity section. Another useful resource in the feature film *Slumdog Millionaire* which tells the story of a contestant on the quiz show 'Who Wants to be a Millionaire'. You may need to check the ages of your students as this film is rated MA15+. ADDITIONAL ACTIVITY *Kevin McCloud: Slumming It* This two-part documentary (the weblink is provided under the Resources column) is a powerful portrayal of life in one of world's largest slums: Dharavi in Mumbai, India. Dharavi is home to one million people crammed into about 2.5 square kilometres. This is an area roughly equivalent to a large Australian shopping centre such as Chadstone. As our host, Kevin McCloud, makes his way into this slum he discovers a secret world, some of which he expected, some of which he did not. In the table overleaf, describe the listed aspects of wellbeing that you can see and hear in this program. The first is started as an example for you. Keep adding to the table as you watch; the aspects of wellbeing will be jumbled together and won't appear in the order they are in this table.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 162–163); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Interactive maps • Poverty in India 1993–1994 • Poverty in India 2009–2010 Weblink • Kevin McCloud: Slumming it https://www.youtube.com/watch?v=Im0tHRs9Bng Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Aspect of wellbeing	Description of this in Dharavi
Sanitation	People are seen defecating in the open without access to flushing toilets; a man

		on the bridge is urinating in the open. This shows that there is little or no sanitation, which may lead to the spread of disease.
terminology (VCGGC132) Geographical concepts • Place • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	Housing	
	Rubbish disposal	
	Water supply	
	Education	
	Employment	
	Crime	
	Medical care	
	Laundry	
	Access to food	
	Access to shops	
	Religious tolerance	
	Transport	

DIFFERENTIATION
For less able students
Question 3a may be too open-ended for some less able students. McCloud's documentary and the additional activity may be a better way to approach this activity.

Section 4B
Topic 4.12 (pages 164–167)
Wellbeing in Bolivia

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical	TEACHING STRATEGIES The skill drill: 'Creating multiple-line graphs' on these spreads provides good practise for students in creating multiple-line graphs from a set of statistics and presenting information in different formats. Students will need graph paper to complete this activity. For Check your learning 4.12, question 7, if students are unclear what they should be aiming for, remind them of the purpose of an infographic. An infographic is a method of presenting sometimes complex information using graphics such as pictures, maps and graphs so that it can be interpreted quickly and easily by an audience. A weblink has been provided to an article on the educational aspirations of teenagers in La Paz. This article may provide a starting point for contrasting school students in Bolivia with school students in Australia. (See the Resources column for the weblink.)	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 164–167); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Weblinks • Educational aspirations in Bolivia Short article on educational aspirations of teenagers in Bogota and La Paz. http://journals.sagepub.com/doi/abs/10.1177/0044118X03260762 Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

| | | terminology (VCGGC132)

Geographical concepts
• Space
• Interconnection

Capabilities
• Critical and Creative Thinking
• Ethical
• Intercultural
• Personal and Social | | | |

Section 4B
Topic 4.13 (pages 168–169)
Wellbeing in Australia

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Space • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES You may wish to familiarise yourself with the Bankwest Quality of Life Index report on which this lesson is focused before the lesson. The weblink is provided under the Resources column. Students will also need to access the Bankwest Quality of Life Index report to answer question 5 of Check your learning 4.13.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 168–169); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Weblinks • Bankwest Quality of Life Index Main page from which to download information of different regions of Australia. http://www.bankwest.com.au/media-centre/financial-indicator-series/bankwest-quality-of-life-index-2008-1269940008245 Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

Section 4B
Topic 4.14 (pages 170–171)
Wellbeing in Indigenous Australian communities

Geographical knowledge	Geographical concepts and skills	Teaching strategies and learning activities	Resources	Comments
Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) Geographical concepts • Place • Interconnection Capabilities • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social	TEACHING STRATEGIES It is important to teach your students the importance of thinking ethically about issues such as those raised in this section. Thinking ethically is one of the key capabilities listed in the Victorian Curriculum as is described as 'what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems. They involve contested and complex concepts.' Begin by looking at the differences in wellbeing between Aboriginal and Torres Strait Islanders and the total Australian population. This is available at the Closing the Gap website (see link in Resources column). ADDITIONAL ACTIVITY An alternative approach to teaching this topic takes a bit of preparation but really makes your students think deeply about differences in human wellbeing within Australia. Provide a data sheet of statistics about the wellbeing of Aboriginal and Torres Strait Islander Australians but remove all references to the names of these groups. Instead label them as Country X. For example, the life expectancy in Country X is 69 for males and 74 for females. This is available at the Closing the Gap website (see link in Resources column). Students then have to decide whether or not Country X is a developing or developed country. They may like to use the data in the World Statistics section of the obook to compare the data for Country X with other countries. Only when all students have decided whether or not this is a developing or a developed country tell them that this data is for a group in Australia.	Student book *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 170–171); The geography toolkit (pp. 4–43) will be invaluable throughout the course. Atlas *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. Interactive learning activity • Human wellbeing: A comparison of indigenous peoples Weblinks • Link to the Closing the Gap report http://closingthegap.pmc.gov.au/ Other teacher resources • Student book answers • Chapter 4 Flashcard glossary	

| | | DIFFERENTIATION
For less able students
Question 4b is a challenging task for many students. You may need to provide examples of appropriate questions in order to collect useful data. There is a guide to conducting surveys and presenting results on pages 156–157 of *Oxford Big Ideas Humanities 9 Victorian Curriculum*.

For more able students
Question 4b provides the opportunity for more able students to extend their understanding. They could, for example, focus their survey on one aspect of wellbeing, such as connection to community or access to health professionals. | | |

4B RICH TASK (pages 172–173) Investigating wellbeing at the local scale				
Geographical knowledge	**Geographical concepts and skills**	**Teaching strategies and learning activities**	**Resources**	**Comments**
Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)	Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)	TEACHING STRATEGIES For those who can handle the research and graphs, the Extend your understanding should be of particular interest, especially for budding computer analysts	<u>Student book</u> *Oxford Big Ideas Humanities 10 Victorian Curriculum*: Chapter 4 An unequal world (pp. 172–173); The geography toolkit (pp. 4–43) will be invaluable throughout the course. <u>Atlas</u> *Oxford Atlas for Australian Schools* (pp. 162–171) or another suitable school atlas will also be invaluable throughout this section of the course. <u>Worksheets</u> • Differentiation worksheet: 4B Variations in wellbeing within countries <u>Other teacher resources</u> • Student book answers • Differentiation worksheet answers • Chapter 4 Flashcard glossary	

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