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INSIGHT GEOGRAPHY

AUSTRALIAN CURRICULUM FOR NSW

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**NSW SYLLABUS for the Australian Curriculum
GEOGRAPHY STAGE 4
TEACHING PROGRAM AND RESOURCES
UNIT 2: PLACE AND LIVEABILITY (Section 4.1)**

INSERT SCHOOL EMBLEM
INSERT SCHOOL NAME
HSIE FACULTY

Subject: YEAR 7 GEOGRAPHY / YEAR 8 GEOGRAPHY	Chapter: 4 The places we live Topic: 4.1 Why do people’s perceptions of the liveability of places vary?
Year group: 7 / 8	Time: 10 hours
Key inquiry question: Why do people’s perceptions of the liveability of places vary?	Geographical concepts: Place, Environment, Sustainability
Geographical inquiry skills: Acquiring geographical information; Processing geographical information; Communicating geographical information	Geographical tools: Maps, Fieldwork, Graphs and statistics, Spatial technologies, Visual representations
Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and culture; Asia and Australia’s engagement with Asia; Sustainability	General capabilities: Critical and creative thinking; Ethical understanding; Information and communication technology capability; Intercultural understanding; Literacy; Numeracy
<p>NSW syllabus content dot point</p> <p>Influences and perceptions</p> <ul style="list-style-type: none"> • Investigate factors influencing perceptions of the liveability of places (ACHGK043, ACHGK046, ACHGK065), for example: <ul style="list-style-type: none"> – examination of environmental factors that influence perceptions of liveability e.g. climate, landforms, natural resources – discussion of human factors that influence perceptions of liveability e.g. culture, income, employment, crime and safety – explanation of ways used to measure, assess or rank the liveability of places e.g. surveys, liveability index – development of personal liveability criteria and application to a local place 	<p>Outcomes</p> <p>A student:</p> <ul style="list-style-type: none"> • locates and describes the diverse features and characteristics of a range of places and environments (GE4-1) • explains how interactions and connections between people, places and environments result in change (GE4-3) • examines perspectives of people and organisations on a range of geographical issues (GE4-4) • explains differences in human wellbeing (GE4-6) • acquires and processes geographical information by selecting and using geographical tools for inquiry (GE4-7) • communicates geographical information using a variety of strategies (GE4-8)
<p>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.</p>	

ADVICE TO TEACHERS	Comments
<p>Navigating the text</p> <ul style="list-style-type: none"> The content covered in each section of this chapter (and the order in which it is sequenced) closely follows the Geography 7–10 syllabus released by the Board of Studies, Teaching and Educational Standards NSW in 2016. By using this chapter as the basis of your teaching program, you can be assured that you are meeting all of the requirements of the NSW syllabus for the Australian Curriculum: Geography. 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 unit in this chapter is accompanied by a Review 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; Investigate and create. Answers are provided in the Teacher <u>obook</u>. <p>Checkpoint</p> <ul style="list-style-type: none"> An easy way to regularly monitor your students’ understanding of key content dot points is to use the Checkpoint 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 Checkpoint 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. <p>Worksheets</p> <p>This chapter is supported by a series of skills, activity and video worksheets. Worksheets and suggested solutions can be found on the Teacher <u>obook</u>.</p> <p>Interactive modules, videos and weblinks</p> <p>This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets.</p> <p>Flashcard glossary</p> <p>This chapter is supported by an interactive flashcard glossary you can find in the <u>obook</u>. 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.</p> <p>Assess</p> <p>Each chapter of the <i>Insight Geography Stage 4</i> student text includes auto-marking multiple choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students:</p> <ul style="list-style-type: none"> Support (foundation) Consolidate (standard) Extend (advanced) <p>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.</p> <p>Results</p> <p>Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.</p>	

GETTING STARTED		
<p>Teaching and learning GETTING STARTED</p> <ul style="list-style-type: none"> • Every capital city in Australia has a list of hottest, hippest streets and neighbourhoods. 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 inner-city locations. Old houses have been renovated and warehouses converted to apartments. Laneways have been revitalised with boutiques, coffee shops, bakeries, and casual and fine dining restaurants. Residents can walk or ride to work, and there is close access to all inner-city amenities and cultural places such as art galleries and museums. These neighbourhoods often attract design-conscious 20- to 40-year-olds and working professionals. It is a lifestyle choice that appeals to both this age group and often more mature age groups over 50 who are downsizing from a large house in the suburbs to a smaller apartment after their family have left home. It is interesting to note that property prices in these areas are high in relation to other suburbs, so many young people share houses and apartments; otherwise houses can only be afforded by upper-income earners. • As a group discussion starter, have your students nominate hip neighbourhoods in your own city, town or area. Why are these areas trendy and what factors make them "liveable"? Tips to fuel and guide discussion: <ul style="list-style-type: none"> – 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. <p>TEACHING STRATEGIES The use of secondary data can be a useful way to build geographical inquiry and skills. 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.</p> <p>EXAMPLE: Income, cultural background, values and beliefs are some of the influencing factors that can be contrasted between Cabramatta, a south-western suburb of Sydney, and Bondi Beach. Cabramatta is about an hour's train travel from the CBD, whereas Bondi Beach is about 30 minutes via train and bus. Cabramatta is seen as having poor accessibility while Bondi has high accessibility.</p>	<p>Resources</p> <p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Videos</u></p> <ul style="list-style-type: none"> • <i>Once upon a time in Cabramatta</i> 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. <p><u>Weblinks</u></p> <ul style="list-style-type: none"> • QuickStats The Australian Bureau of Statistics summary of census statistics for your selected area http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats 	<p>Registration and comments</p>

Compare in particular median weekly income, mortgage payments and rent. Medium weekly income in Cabramatta is \$780, mortgage payments are \$322 and median weekly rent is \$250. Bondi is double in each category. Plot these on a bar graph for visual representation.

Contrast country of birth and ancestry, languages spoken, religions and occupations. These could be illustrated in pie graphs. Whereas the Vietnamese, Chinese and Laotian people predominate in Cabramatta, Anglo-Australians are the predominant group in Bondi, followed by the English, New Zealanders, Irish and South Africans. Vietnamese and Chinese are the main languages in Cabramatta, and Buddhism the main religion, whereas in Bondi the main language is English and the religions are Catholicism, Anglicanism and Judaism. There are a number of Buddhist temples in Cabramatta and Jewish synagogues in Bondi to contrast cultures. Predominant occupations in Cabramatta are labourers, machinery operators and drivers, while in Bondi it is professionals and managers.

Conclusions can be drawn that income limits where we can live as real estate costs are very high in Bondi. Cultural factors such as religion, language, food and family connections play a very important role, particularly for newly arrived refugees and migrants.

FOR YOUR INFORMATION

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-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.

LESSON 1				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Why we live where we do (ACHGK043, ACHGK046, ACHGK065)</p>	<ul style="list-style-type: none"> • discuss human factors that influence perceptions of liveability • explain ways used to measure, assess or rank the liveability of places e.g. surveys, liveability index • develop personal liveability criteria and application to a local place <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> • Place: factors influencing people's perceptions of places • Place: the special significance place has to some people <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories 	<p>FIELDWORK</p> <ul style="list-style-type: none"> • Organise a walk around the area that your school is located in. Is the area 'a liveable place'? Why or why not? What factors make it so? <p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> • 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. <p>FOR YOUR INFORMATION</p> <ul style="list-style-type: none"> • The Australian Concise Oxford Dictionary defines liveable as: fit to live in, worth living, companionable; easy to live with. <p>ADJUSTMENTS</p> <p>For less able students:</p> <ul style="list-style-type: none"> • Less able students should be guided through Question 1 of Review 4.1.1 to ensure they have a sound understanding of the definition of the word 'liveability'. Brainstrom a range of words on the concept of 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. <p>For more able students:</p> <ul style="list-style-type: none"> • 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. <p>ADDITIONAL ACTIVITIES</p> <p>Liveable places</p> <ul style="list-style-type: none"> • 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. 	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> • Skills worksheet 4.1.1 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> • QuickStats The Australian Bureau of Statistics summary of census statistics for your selected area http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.1.1 Answers • Skills worksheet 4.1.1 Answers • Chapter 4 flashcard glossary 	

	and cultures	<ul style="list-style-type: none"> 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. 		
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LESSON 2				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Where early indigenous Australians lived (ACHGK043, ACHGK046, ACHGK065)</p>	<ul style="list-style-type: none"> discuss human factors that influence perceptions of liveability <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Place: the special significance place has to some people Space: how location influences the ways people organise places Environment: the aesthetic, cultural, spiritual and economic value of environments to people <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> Acquiring geographical information: collect, select and record relevant geographical data and information, 	<p>GETTING STARTED</p> <p>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.</p> <p>FOR YOUR INFORMATION</p> <p>The various cultural areas shown in Source 4.5 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 <i>yama</i> 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. Whereas our western civilisation since the Industrial Revolution has emphasised mankind's ability to dominate the land, the Aboriginal cultures teach that humans and the land are equal partners. The Indigenous concept of place is their connection to the land they call Country. Non-Indigenous Australians would include many more</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.2 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Indigenous languages map http://www.abc.net.au/indigenous/map/ <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.1.2 Answers Skills worksheet 4.1.2 Answers Chapter 4 flashcard glossary 	

	<p>using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)</p> <ul style="list-style-type: none"> Processing geographical information: represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) Processing geographical information: represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) Processing geographical 	<p>man-made features in their considerations of liveability.</p> <p>ADJUSTMENTS</p> <p>For less able students:</p> <ul style="list-style-type: none"> Select totems from a part of Australia and ask students to paint them. <p>For more able students:</p> <ul style="list-style-type: none"> Non-Indigenous Australians study change over time. We ask questions about when events occurred, what came before and how the event led to an evolution in the way we live. Western thought recognises that place can change. Indigenous tradition sees life as an unchanging, interconnected system. People's connection to place is in the present and linked to the ancestors through Dreaming stories. A memory and vision of the future exist in the present. Both the present and eternity are place. Using the following statistics on Australia's Indigenous population (based on 2011 Census counts) and the map in Source 4.5 in the Student Book, ask students to answer the questions below. <p>Indigenous population by state and territory, 2011</p> <table border="1" data-bbox="622 799 1433 1310"> <thead> <tr> <th rowspan="2">State/ Territory</th> <th colspan="2">Aboriginal and Torres Strait Islander peoples</th> <th rowspan="2">Non- Indigenous (*)</th> <th colspan="2">Proportion of population – Aboriginal and Torres Strait Islander peoples</th> </tr> <tr> <th>no.</th> <th>%</th> <th>no.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>NSW</td> <td>172 624</td> <td>31.5</td> <td>6 917 658</td> <td>2.5</td> <td></td> </tr> <tr> <td>Vic.</td> <td>37 991</td> <td>6.9</td> <td>5 354 040</td> <td>0.7</td> <td></td> </tr> <tr> <td>Qld</td> <td>155 825</td> <td>28.4</td> <td>4 332 737</td> <td>3.6</td> <td></td> </tr> <tr> <td>SA</td> <td>30 431</td> <td>5.5</td> <td>1 596 570</td> <td>1.9</td> <td></td> </tr> <tr> <td>WA</td> <td>69 605</td> <td>12.7</td> <td>2 239 170</td> <td>3.1</td> <td></td> </tr> <tr> <td>Tas.</td> <td>19 625</td> <td>3.6</td> <td>495 350</td> <td>4.0</td> <td></td> </tr> <tr> <td>NT</td> <td>56 779</td> <td>10.4</td> <td>211 944</td> <td>26.8</td> <td></td> </tr> <tr> <td>ACT</td> <td>5 184</td> <td>0.9</td> <td>357 219</td> <td>1.5</td> <td></td> </tr> <tr> <td>Australia</td> <td>548 370</td> <td>100.0</td> <td>21 507 719</td> <td>2.5</td> <td></td> </tr> </tbody> </table> <p>(*) Includes people who did not state their status. Source: ABS cat. no. 2075.0</p>	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			
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information:
analyse
geographical data
and other
information using
qualitative and
quantitative
methods, and
digital and spatial
technologies as
appropriate, to
identify and
propose
explanations for
spatial
distributions,
patterns and
trends and infer
relationships
(AChGS051,
ACHGS059)

- Processing
geographical
information: apply
geographical
concepts to draw
conclusions based
on the analysis of
the data and
information
collected
(ACHGS052,
ACHGS060)
- Communicate
geographical
information:
present findings,
arguments and
ideas in a range of
communication
forms selected to

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?

ADDITIONAL ACTIVITIES

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 6 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.

suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)

Geographical tools

- Maps
- Graphs and statistics
- Visual representations

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability

General capabilities

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

Indigenous languages reflect place. When Europeans arrived in Australia in 1788, there were hundreds of Indigenous languages related to tribes. They spoke not only their own but also their neighbours' languages, so travel and trade could occur.

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).

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

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.

Learn about busk tucker

This activity will take about 50–60 minutes of class time to complete.

		<p>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.</p> <p>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.</p> <p>Few non-Indigenous Australians know about bush tucker, let alone eat any. Across the arid zone, the savannah, the rainforests and coastal areas, the Indigenous clans see themselves as carers of the plants and animals created by their ancestral spirits. Each type of food and animal has a religious significance. It is their knowledge of the arid zone that allows them to survive. They carry cognitive maps of the landforms, water sources and the food resources of each region. 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, <i>Bush Food</i>, JB Books, 1997.</p> <p>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.</p>		
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LESSON 3				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Where modern Australians live (ACHGK043, ACHGK046, ACHGK065)</p>	<ul style="list-style-type: none"> discuss human factors that influence perceptions of liveability <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Place: the special significance place has to some people <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> Acquiring geographical information: develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) Acquiring geographical information: collect, select and 	<p>FIELDWORK</p> <ul style="list-style-type: none"> The Skill drill on page 136 includes a step-by-step guide to completing a map survey. Students can follow these instructions to complete a map survey of their local area. <p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> Students can 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. <p>FOR YOUR INFORMATION</p> <ul style="list-style-type: none"> Victor Harbor, located on the South Australian coast, is home to Australia's oldest 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 <i>Oxford Atlas for Australian Schools</i> for a detailed case study of Victor Harbor: A liveable community). <p>ADJUSTMENTS</p> <p>For less able students:</p> <ul style="list-style-type: none"> Less able students would benefit from some literacy support to help them navigate the new terms in this unit. Encourage students to create a glossary of terms: liveability, infrastructure, perceptions, ethnic origin, uninhabitable, lifestyle factors, suburb. <p>For more able students:</p> <ul style="list-style-type: none"> More able students would benefit from creating a glossary of terms too, but should be encouraged to include their own list of terms. 	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.3 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> QuickStats The Australian Bureau of Statistics summary of census statistics for your selected area http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.1.3 Answers Skills worksheet 4.1.3 Answers Chapter 4 flashcard glossary 	

	<p>record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)</p> <ul style="list-style-type: none"> • Processing geographical information: represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • Processing geographical information: represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, 			
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	<p>ACHGS058)</p> <ul style="list-style-type: none"> • Processing geographical information: analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059) • Processing geographical information: apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) • Communicate geographical information: present findings, arguments and 			
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	<p>ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Fieldwork • Spatial technologies • Visual representations <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Information and communication technology capability • Literacy 			
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LESSON 4				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Case study: Moving to Noosangatta (ACHGK043, ACHGK046, ACHGK065)</p>	<ul style="list-style-type: none"> examine environmental factors that influence perceptions of liveability (e.g. climate, landforms, natural resources) <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Place: the special significance place has to some people Space: spatial distribution of landscapes, global water resources and natural hazards Space: how location influences the ways people organise places Environment: the aesthetic, cultural, spiritual and economic value of environments to people 	<p>FIELDWORK</p> <ul style="list-style-type: none"> Students could conduct virtual fieldwork of the south-east Queensland coastline. Some students might have visited the area on holidays and could share their experiences of the region with their classmates. <p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> Encourage students to think about challenges that might arise from the consolidation of areas into megacities. What are the challenges this might present for infrastructure? Question 5 of Review 4.1.4 will take some time and patience. It is best to zoom in on areas you know have changed. For example, the change in Brisbane airport is evident between 2007 and 2009 when the new car park infrastructure was built. Areas north-west of Chelmsford, a northern suburb of Brisbane, are interesting to look at because many more houses appeared over the 10 years as suburbia expanded into rural areas. <p>FOR YOUR INFORMATION</p> <ul style="list-style-type: none"> The spatial settlement patterns of Australians have changed over recent years with consolidation of urban areas into 'megacities'. Some examples of Australian megacities are the areas from Melbourne to Geelong, Sydney to Newcastle and south-east Queensland (Noosangatta). <p>ADJUSTMENTS</p> <p>For less able students:</p> <ul style="list-style-type: none"> Less able students will benefit from being shown other examples of complex maps. Follow the steps provided in the Skill drill together as a class for the first map you investigate. Students should add the term megalopolis to the glossaries they created in the previous lesson. <p>For more able students:</p> <ul style="list-style-type: none"> More able students should be exposed to a broad selection of complex maps to independently explore. 	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp.128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.4 <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.1.4 Answers Skills worksheet 4.1.4 Answers Chapter 4 flashcard glossary 	

	<ul style="list-style-type: none"> • Environment: the effect of human activities on natural and human environments • Interconnection: how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places • Change: changes to resources, landscapes and places over time through natural and human geographical processes and events <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, 			
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	<p>ACHGS056)</p> <ul style="list-style-type: none"> • Processing geographical information: represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) • Processing geographical information: apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) • Communicate geographical information: present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and 			
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	<p>purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Spatial technologies • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Information and communication technology capability • Literacy 			
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LESSON 5				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Measuring liveability (ACHGK043, ACHGK046, ACHGK065)	<ul style="list-style-type: none"> explain ways to measure, assess or rank the liveability of places <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Environment: the aesthetic, cultural, spiritual and economic value of environments to people Interconnection: how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> Graphs and statistics Visual representations <p><u>General capabilities</u></p> <ul style="list-style-type: none"> Critical and creative thinking 	<p>GETTING STARTED</p> <ul style="list-style-type: none"> It is a nice idea to begin this unit by having a look at the Wellbeing Index (see the link in the Resources column). This will open up many opportunities for you as a teacher to discuss the concept of liveability with your students. Economists have long held the view that GDP (gross domestic product) or the value of the nation's production is the reflection of a nation's wealth and its wellbeing. By inference it also reflects liveability. It is true that a nation's economy drives wealth, which can pay for many of the liveability factors. However, there are other factors that can be measured to better reflect a nation's wellbeing. <i>The Sydney Morning Herald</i> newspapers have developed a Wellbeing Index that uses the following indicators. <ul style="list-style-type: none"> Income: based on net disposable income rather than the value of production. This shows what people can choose to spend or save. Environment: includes the depletion of natural resources and the costs of climate change. Human capital: includes participation rates in early childhood development, secondary and tertiary education. This is considered as know-how, which is an investment for the future. Inequality: this is an assessment of the disparity between rich and poor. Health: considers life expectancy, preventable hospitalisation, mental health and obesity. It is here that the indicators delve into the concept of happiness. The nation's obesity rate is increasing and this is viewed as an increase in unhappiness. Job satisfaction: assesses unemployment, underemployment and overwork. The Wellbeing Index attempts to combine subjective factors such as happiness and job satisfaction by tying them into more concrete factors such as wage rises. <p>FOR YOUR INFORMATION The Organisation for Economic Co-operation and Development</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp.128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.5 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> OECD Better Life Index A student-friendly tool that compares liveability in nations around the world (based on a range of indicators such as housing, income, jobs and education) www.oecdbetterlifeindex.org Organisation for Economic Co-operation and Development (OECD) The official website of the OECD www.oecd.org <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.1.5 Answers Skills worksheet 4.1.5. Answers Chapter 4 flashcard glossary 	

	<ul style="list-style-type: none"> Literacy 	<p>(OECD) is an international organisation of 34 countries founded in 1961. Its aims are to create a forum for democratic states to discuss and promote economic growth, and to encourage employment and rising standards of living. Most members are from developed countries.</p> <p>Members meet at the headquarters in Paris to discuss policies, work out solutions to problems, and provide advice to governments and non-governmental organisations. They also promote world trade among member states. In addition they have a strong interest in the future of education and other aspects of social and economic wellbeing.</p> <p>The OECD's core values are:</p> <ul style="list-style-type: none"> objectivity: the organisation's analyses are independent and evidence based openness: debate and shared understanding of global issues is encouraged boldness: conventional wisdom is challenged pioneering: energy and long-term challenges are identified and addressed ethicality: the organisation's credibility is based on trust, integrity and transparency. <p>ADDITIONAL ACTIVITIES OECD wellbeing indicators This activity will take about 30 minutes of class time to complete. It is designed to reveal the economic and social factors that are considered in establishing the OECD's Better Life Index. Comparisons between developed and developing countries show that economic factors alone do not provide better life satisfaction, but work–life balance is also an important consideration. The OECD includes the following indicators in their measure of wellbeing: housing, income, jobs, community, education, environment, civic engagement, health, life satisfaction, safety, and work–life balance. This includes both objective and subjective factors. Direct students to the OECD Better Life Index, which allows them to look at world rankings of OECD countries in terms of the indicators outlined. A weblink for students is provided in the Resources tab. Ask students to click on 'Australia' to see background information on the Better Life Index ratings listed in the table below, then to answer the</p>		
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following questions.

Better life index		
Indicator	Australia (Rating/10)	Brazil (Rating/10)
Housing	7.6	4.2
Income	4.9	0.1
Jobs	8.5	5.7
Community	8.9	7.8
Education	7.7	1.9
Environment	9.1	6.0
Civic engagement	9.5	4.4
Health	9.4	4.9
Life satisfaction	8.7	8.1
Safety	9.6	2.2
Work–life balance	5.3	6.7

Source: OECD Better Life Index, 2014

- 1 What is the average household net adjusted disposable income per capita in Australia? (Answer: US\$31 197)
- 2 How does this income compare to the OECD? (Answer: the OECD average is US\$23 938.)
- 3 The Australian income may appear high but what social issues does this hide? (Answer: It hides the income inequality or gap between the rich and poor – the income of the top 20 per cent is six times as much as the lowest 20 per cent.)
- 4 What percentage of Australians are in paid jobs? (Answer: 75 per cent compared to the OECD's 65 per cent)
- 5 What is the rate for literacy, mathematics and science compared to the OECD average in the PISA (Programme for International Student Assessment) survey? (Answer: 512 compared to the OECD average of 497)
Now look at the Brazil link to gain more information on Brazil's ranking.
- 6 What percentage of Brazilians have a job? (Answer: 67 per cent, which is below the OECD average)
- 7 What PISA scores did students receive? (Answer: 402, below the average)
- 8 What can you conclude about the low safety rating of 2? (Answer: There is a lot of crime.)

		<p>9 What is the life satisfaction rating? (Answer: 8.1, which is quite high) Compare the ratings for Australia and Brazil in the table above.</p> <p>10 Compare housing, income, health and education ratings. What can you conclude? (Answer: Australia is more developed in these areas than Brazil.)</p> <p>11 Compare ratings for work–life balance. What can you conclude? (Answer: Brazilians have a healthier attitude to maintaining a balance between their work and their recreational and family activities.)</p> <p>Extension activity</p> <p>Find the tool on the right side of the screen and alter the weightings of factors to see how that alters ratings; for example, place more emphasis on social issues rather than on economic measures and observe the effect.</p>		
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CHECKPOINT 4.1	Teaching and learning	Resources	Registration and comments
<p>Why do people's perceptions of the liveability of places vary?</p> <ul style="list-style-type: none"> • Investigate factors influencing perceptions of the liveability of places: (ACHGK043, ACHGK046, ACHGK065) <ul style="list-style-type: none"> – examination of environmental factors that influence perceptions of liveability (e.g. climate, landforms, natural resources) – discussion of human factors that influence perceptions of liveability (e.g. culture, income, employment, crime and safety) – explanation of ways used to measure, assess or rank the liveability of places (e.g. surveys, liveability index) – development of personal liveability criteria and application to a local place 	<ul style="list-style-type: none"> • The Checkpoint questions appear at the end of every section. They are linked to a content dot point in the NSW Geography syllabus and are designed to help you identify areas of weakness in student understanding. They can be used flexibly – completed orally in class (to support formative assessment) or set as written tests (to support summative assessment). • Rich Tasks appear at the end of every section. They are open-ended inquiry-based tasks that often include a Skill drill. <p>TEACHING STRATEGIES: CHECKPOINT</p> <ul style="list-style-type: none"> • This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot point taken from the 7–10 Geography syllabus in order to help you identify gaps in student understanding. • The activities can be completed in class or as homework, depending on your needs. For example, you may like to: <ul style="list-style-type: none"> – involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet accordingly. – set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses. <p>TEACHING STRATEGIES: RICH TASKS</p> <ul style="list-style-type: none"> • The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular geographical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome. <p>ADJUSTMENT</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp.128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u> Each Checkpoint is supported by a set of three worksheets available on the Teacher <u>obook</u>. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class.</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Checkpoint 4.1 Answers • Rich Task 4.1 Answers • Checkpoint worksheet Answers • <u>assess</u>: multiple choice quizzes • Chapter 4 flashcard glossary 	

	<ul style="list-style-type: none"> • Each Checkpoint is supported by a set of three worksheets available on the Teacher <u>o</u>book. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class. • Like Checkpoint questions, student worksheets are linked to content dot points and skills from the syllabus with the goal of providing tailored support to ensure better results. • Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to support, consolidate or extend individual students and personalise learning in your class. These worksheets are as part of the Teacher <u>o</u>book. <p>Assigning the appropriate Checkpoint student worksheet:</p> <ul style="list-style-type: none"> • Students who score less than 50% should be directed to complete the Support worksheet for this section: a worksheet designed to support students' understanding and help bring them up to the expected level. • Students who score between 50% and 75% should be directed to complete the Consolidate worksheet for this section: a worksheet designed to consolidate students' understanding. • Students who score more than 75% should be directed to complete the Extend worksheet for this section: a worksheet designed to extend the understanding of students. • Students can now complete the online multiple choice quiz for Section 4.1 on their <u>o</u>book. There are three tests available: support, consolidate, extend. The tests give students instant results. 		
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NSW SYLLABUS for the Australian Curriculum
 GEOGRAPHY STAGE 4
 TEACHING PROGRAM AND RESOURCES
 UNIT 2: PLACE AND LIVEABILITY (Section 4.2)

INSERT SCHOOL EMBLEM
 INSERT SCHOOL NAME
HSIE FACULTY

Subject: YEAR 7 GEOGRAPHY / YEAR 8 GEOGRAPHY	Chapter: 4 The places we live Topic: 4.2 What effect does environmental quality and access to services have on people's wellbeing?
Year group: 7 / 8	Time: 10 hours
Key inquiry question: What effect does environmental quality and access to services have on people's wellbeing?	Geographical concepts: Place, Environment, Sustainability
Geographical inquiry skills: Acquiring geographical information; Processing geographical information; Communicating geographical information	Geographical tools: Maps, Fieldwork, Graphs and statistics, Spatial technologies, Visual representations
Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia; Sustainability	General capabilities: Critical and creative thinking; Ethical understanding; Information and communication technology capability; Intercultural understanding; Literacy; Numeracy
NSW syllabus content dot point Environmental quality <ul style="list-style-type: none"> Investigate the impact of environmental quality on the liveability of places (ACHGK045), for example: <ul style="list-style-type: none"> discussion of factors that reduce environmental quality (e.g. natural hazards, conflict, population pressures, land degradation) comparison of the impact of environmental quality on the liveability of places across a range of scales (e.g. local neighbourhoods, large cities, countries) Access to services and facilities <ul style="list-style-type: none"> investigation the influence of accessibility to services and facilities on the liveability of places (ACHGK044), for example: <ul style="list-style-type: none"> identification of services and facilities considered important to wellbeing examination of variations in access to services and facilities between urban, rural and remote places explanation of how limited access to services and facilities affects the liveability of one place for different groups (e.g. young people, people with disabilities, the aged, rural and remote communities) 	Outcomes A student: <ul style="list-style-type: none"> locates and describes the diverse features and characteristics of a range of places and environments (GE4-1) explains how interactions and connections between people, places and environments result in change (GE4-3) examines perspectives of people and organisations on a range of geographical issues (GE4-4) explains differences in human wellbeing (GE4-6) acquires and processes geographical information by selecting and using geographical tools for inquiry (GE4-7) communicates geographical information using a variety of strategies (GE4-8)
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.	

ADVICE TO TEACHERS	Comments
<p>Navigating the text</p> <ul style="list-style-type: none"> The content covered in each section of this chapter (and the order in which it is sequenced) closely follows the Geography 7–10 syllabus released by the Board of Studies, Teaching and Educational Standards NSW in 2016. By using this chapter as the basis of your teaching program, you can be assured that you are meeting all of the requirements of the NSW syllabus for the Australian Curriculum: Geography. 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 unit in this chapter is accompanied by a Review 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; Investigate and create. Answers are provided in the Teacher <u>o</u>book. <p>Checkpoint</p> <ul style="list-style-type: none"> An easy way to regularly monitor your students’ understanding of key content dot points is to use the Checkpoint 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 Checkpoint 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. <p>Worksheets</p> <p>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.</p> <p>Interactive modules, videos and weblinks</p> <p>This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets.</p> <p>Flashcard glossary</p> <p>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.</p> <p>Assess</p> <p>Each chapter of the <i>Insight Geography Stage 4</i> student text includes auto-marking multiple choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students:</p> <ul style="list-style-type: none"> Support (foundation) Consolidate (standard) Extend (advanced) <p>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.</p> <p>Results</p> <p>Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.</p>	

LESSON 1				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Why are some places more liveable than others? (ACHGK044, ACHGK045)</p>	<ul style="list-style-type: none"> identify services and facilities considered important to people's wellbeing discuss factors that reduce environmental quality <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Place: the special significance place has to some people <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> Processing geographical information: represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) Processing 	<p>GETTING STARTED</p> <p>Climate is a key factor in liveability. Australians like to live in temperate climate areas which feature warm summers and mild winters. This is a perfect time then to ask students to look at a map of Australian climate zones and see where these temperate areas are. Use the Bureau of Meteorology website to source the climate zones map of Australia (see the weblink in the Resources column). Distribute a map of Australia and have the students shade in the temperate area. It is very easy then to compare this to a map of where most Australians live.</p> <p>TEACHING STRATEGIES</p> <p>The Bureau of Meteorology uses the Köppen classification for climate. This classification uses mean rainfall, mean maximum temperature and mean minimum temperature data. Weather statistics are collected over 30 years to gain data on average conditions. This is an opportune time to distinguish between the terms 'weather' and 'climate'. Weather is the atmospheric conditions over a few days featuring statistics for rainfall, temperature, humidity, wind strength, wind direction and air pressure. Climate is the average of these conditions over a period of 25 to 30 years. Introduce the concept of rainfall distribution across a year. Is the rainfall evenly distributed across a year or does it mainly fall in in one season? Introduce the concept of seasonal range of temperature. If the lowest temperature for the year is 15 degrees Celsius and the highest is 27 degrees Celsius, the range is 12 degrees Celsius.</p> <p>FOR YOUR INFORMATION</p> <p>Look at the way Indigenous Australians traditionally viewed weather and climate. Their idea was based on the behaviour of animals and changes in plants. The Bureau of Meteorology has as a part of its website an explanation of Indigenous ideas on weather and climate. A link is provided in the Resources tab. The website provides an example of the Indigenous concept of seasons. This example is displayed in a table showing different regions. As an example, look at the Minang tribe from the temperate area of south-west Western Australia.</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.1 Student worksheet 4.2.1: Climate and liveability A printable student worksheet on the liveability of different cities in Australia (including the concept of relative humidity) <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Bureau of Meteorology (BOM) – Map of key climate groups This section of the BOM website provides a map of the major climate zones in Australia. http://www.bom.gov.au/iwk/climate_zones/map_1.shtml Bureau of Meteorology (BOM) – Map of subdivisions within the key climate groups This section of the BOM website provides a detailed map on the subdivisions within the major climate zones in Australia. http://www.bom.gov.au/iwk/climate 	

	<p>geographical information: Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (AChGS051, ACHGS059)</p> <ul style="list-style-type: none"> Processing geographical information: apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> Maps Visual representations <p><u>Cross-curriculum</u></p>	<p>ADJUSTMENTS For less able students:</p> <ul style="list-style-type: none"> Take a climate graph from one city, for example Source GT.48 (Perth) in 'The geographer's toolkit'. Name the temperature of the month you are in at the moment and explain that this figure means hot, warm or cool, and rainfall is heavy, moderate or dry. <p>For more able students:</p> <ul style="list-style-type: none"> First, have students look at climate statistics for Perth, Adelaide and Sydney. Then ask students to study the Bureau of Meteorology's map of subdivisions within temperate zones (see the weblink in the Resources tab). Students use both the statistics and the map to decide which of the three types of temperate zones they would prefer to live in. They need to explain their decision based on the climate statistics. Another activity is to ask students to research the three climate classifications by Köppen, Thornthwaite and Strahler. They describe what each is based on and add which they believe is best and why. <p>ADDITIONAL ACTIVITIES Comparing climate graphs This activity will take about 30 minutes of class time to complete. (If the additional activity is also attempted, it will take 45 minutes.) This includes time for the teacher to explain when seasons fall in each hemisphere, and how temperature range is calculated. It is designed to build skills interpreting climate graphs and consolidating earlier work on the influence of latitude. Refer to the climate graph of Perth (see Source GT.48 in 'The geographer's toolkit'). Compare this to the climate graphs in Source 4.24. All these locations have temperate climates. However, there are differences in rainfall distribution throughout the year.</p> <ol style="list-style-type: none"> Ask students to describe the rainfall totals and rainfall distribution by season across the three locations. What are the maximum and minimum temperatures for these locations? What is the temperature range for each location? <p>Another activity is to use the Bureau of Meteorology (BOM) website to compare climate data online. A link to the Climate Data Online section of the website is provided in the Resources tab. Students can use the find tool to locate the weather station closest to their school and download latest data on rainfall and temperature.</p>	<p>zones/map_2.shtml</p> <ul style="list-style-type: none"> Bureau of Meteorology (BOM) – Climate and past weather This section of the BOM website provides access to a range of statistics, recent weather observations and climate data. http://www.bom.gov.au/climate/ Bureau of Meteorology (BOM) – Climate Data Online This section of the BOM website provides detailed information and maps on Australia's weather and climate. http://www.bom.gov.au/climate/data/ Bureau of Meteorology (BOM) – Indigenous weather knowledge This section of the BOM website provides detailed information on Indigenous weather knowledge. http://www.bom.gov.au/iwk/index.shtml Bureau of Meteorology (BOM) – Indigenous seasons This section of the BOM website provides detailed information on Indigenous seasons. http://www.bom.gov.au/iwk/climate/culture/Indig_seasons.shtml Bureau of Meteorology – Climate Data Online This section of the Bureau of Meteorology website provides access to a range of statistics, recent weather observations and climate data. http://www.bom.gov.au/climate/data/ Bureau of Meteorology – About tropical cyclones This section of the Bureau of Meteorology website provides clear 	
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	<p><u>priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Numeracy 	<p>Comparing climate zones</p> <p>If you were relying on climate figures to discuss liveability in northern Australia, you would be neglecting a weather element that dominates northern Australia from November to May each year – the tropical cyclone.</p> <p>A tropical cyclone is a cell of low pressure created over the warm oceans in tropical zones. Near Australia, tropical cyclones can originate from:</p> <ul style="list-style-type: none"> • the Coral Sea and move in an easterly direction to north-east Queensland • the Arafura Sea and move in an easterly direction to north-west Western Australia and the Northern Territory. <p>Tropical cyclones can be dangerous and destructive. Their strength ranges from category 1 with wind speed of 65 kilometres per hour to category 5 at 280 kilometres per hour. They can damage the Great Barrier Reef and kill many sea and land animals. Homes and agricultural crops can be destroyed and lives lost.</p> <p>Significant cyclones in Australia have been Cyclone Tracy, which flattened Darwin in 1974, and Cyclone Yasi in 2011, which brought floods to most of Queensland.</p> <p>To learn more about cyclones in Australia, visit the Bureau of Meteorology website.</p> <p>This activity will take about 80 minutes of class time to complete. This includes the time for preparing presentations. It is designed to teach students to use a meteorological database to draw climate graphs, to source information on temperatures and rainfall, and from that to discuss what climates most people prefer to live in. The PowerPoint or poster presentation is to help build presentation skills.</p> <p>Start the study by looking at a variety of climates around Australia and introducing a tool to produce climate graphs. Take information from Source 4.5 in the Student Book and ask students to add to this information using data from the Bureau of Meteorology website. A link to the Climate Data Online section of the website is available in the resources tab.</p> <p>Ask students to complete the table below. They will need to interpret the statistics they gather in order to complete the last column. They can also use the online tool to construct climate graphs.</p> <p>Choose at least four locations to compare main climate features. You can easily add or substitute your own city or town to this table to make</p>	<p>and detailed information about tropical cyclones in Australia, including diagrams, images and videos appropriate for students. http://www.bom.gov.au/cyclone/about/</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.2.1 Answers • Skills worksheet 4.2.1 Answers • Student worksheet 4.2.1 Answers • Chapter 4 flashcard glossary 	
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the activity more relevant for students. To make the activity more visual, ask students to source images on the Internet and create a PowerPoint presentation or poster comparing the locations they have studied.

Location	Climate zone	Maximum temperature (°C)	Minimum temperature (°C)	Annual average rainfall (mm)	Rainfall distribution
Darwin, NT	Tropical wet and dry				
Tully, Qld	Tropical wet				
Melbourne, Vic.	Mild wet				
Perth, WA	Subtropical, dry summer				

Comparing Australia's climate with other world regions

This activity will take about 20 minutes of class time to complete. It is designed to show that climate patterns are repeated around the world, both in the northern and southern hemisphere. Latitude is one important influence, and climate has a similar influence on liveability in different locations.

Look at Source 4.5 in the Student Book and find climate zones in other countries that are similar to the Australian ones you have chosen to study already (e.g. Darwin, Tully, Melbourne and Perth).

For example, Perth has a similar climate to many Mediterranean countries, with a warm, dry summer – this is a very liveable climate. Northern Australia has a similar climate to parts of Asia in the northern hemisphere, and due to the heat, wet season and cyclone (typhoon) element, it is nowhere near as liveable.

When students have located similar climates in other countries they should answer the following questions.

- 1 For each of the Australian cities you have chosen to study, name a country and the part of that country that has a similar climate to the Australian city. (See *sample answers below.*)
 - Perth and southern Greece both have long, dry summers.
 - Darwin and Tully both have a distinct wet season and are

		<p>affected by tropical monsoons. Southern Vietnam is similar.</p> <ul style="list-style-type: none"> - Melbourne, New Zealand and southern central Europe (France, Germany) all have mild climates with rain all year. <p>2 Does climate affect life patterns in the different countries? (Yes, climate very much affects life patterns in all locations. See sample answers below.)</p> <ul style="list-style-type: none"> - Darwin and Tully in Australia, and Ho Chi Minh in South Vietnam: the distinct wet and dry season in the tropical cities influences both countries. The arrival of the rains are a welcome relief from the heat but also result in flooding and destruction. They are necessary for agriculture such as rice growing and cattle grazing. - Valencia in Spain and Perth in south-west Western Australia both attract tourists with their long, dry summers, but water storage is important. Winter rains are essential for agriculture such as viticulture, winemaking and grazing of sheep and cattle. - Melbourne in Australia and Bordeaux in south-west France both have a mild climate with rain all year, which is the most liveable climate of all. These regions are productive for crops and animal farming. <p>Climate and liveability A printable student worksheet on the liveability of different cities in Australia (based on their climate) is available to support this unit. It expands on Additional activity: Comparing Australia's climate with other world regions by introducing the concept of relative humidity (percentage of water vapour in the atmosphere) and its influence on liveability. To access this worksheet, click on the link in the Resources tab. This activity will take about 30 minutes to complete.</p>		
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LESSON 2				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Living in urban places (ACHGK044, ACHGK045)	<ul style="list-style-type: none"> compare the impact of environmental quality on the liveability of places across a range of scales examine variations in access to services and facilities between urban, rural and remote places explain how limited access to service and facilities affects the liveability of one place for different groups of people (e.g. young people, people with disabilities, the aged, rural and remote communities) <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Environment: the aesthetic, cultural, spiritual and economic value of environments to people Interconnection: 	<p>GETTING STARTED</p> <p>Studies of the rural–urban fringe have been of interest for the last 30 years. The lure of large blocks of land on the urban edge have drawn those interested in a semi-rural lifestyle for interests like horseriding and keeping of hobby farms, and businesses like market gardens, recreational parks (e.g. water parks), motor track venues, riding schools and nurseries.</p> <p>Inevitably the outward sprawl of the city puts pressure on the local councils or state governments to rezone land use for housing development. The large blocks of land are subdivided into smaller blocks. Motorways are constructed to create better access to the city for the new estates. Research has shown that this access improves journey times to work, but this encourages even more urban sprawl, because people judge where they live in terms of the time it takes to get to work, and not in terms of the distance.</p> <p>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.</p> <p>FOR YOUR INFORMATION</p> <p>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.</p> <p>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 tab. 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.</p> <p>In New South Wales this is in the south-west and north-west of</p>	<p><u>Textbook</u></p> <p><i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer’s toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u></p> <p><i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Interactive learning module</u></p> <ul style="list-style-type: none"> Urbanisation <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.2 Student worksheet 4.2.2: Liveability in Australia’s rural-urban fringe A printable student worksheet on factors affecting liveability in Australia’s rural–urban fringe <p><u>Videos</u></p> <ul style="list-style-type: none"> ‘Sprawlanta’ A light-hearted, entertaining documentary that looks at causes and effects of urban sprawl in the city of Atlanta, USA http://www.americanmakeover.tv/episode1.html <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Brisbane Urban Growth Model This paper argues that local government has increased responsibilities for urban and 	

	<p>how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places</p> <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> Processing geographical information: analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (AChGS051, ACHGS059) Processing geographical information: apply geographical concepts to draw conclusions based on the analysis of 	<p>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.</p> <p>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.</p> <p>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. 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.</p> <p>ADJUSTMENTS</p> <p>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.</p> <p>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.</p> <p>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?</p> <p>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</p>	<p>infrastructure planning as urbanisation accelerates. It proposes that the model of integrated sustainable urban and infrastructure planning adopted by Brisbane City Council can act as a model for other local governments.</p> <p>http://eprints.qut.edu.au/20707/</p> <ul style="list-style-type: none"> Australian Bureau of Statistics (ABS) – Population pyramid A weblink to a population pyramid for Australia to help with Additional activity: Population pyramid http://www.abs.gov.au/websitedbs/d3310114.nsf/home/Population%20Pyramid%20-%20Australia Australian Bureau of Statistics (ABS) – QuickStats A weblink to the ABS QuickStats site to help with Additional activity: Population pyramid http://www.abs.gov.au/websitedbs/censushome.nsf/home/quickstats <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.2.2 Answers Skills worksheet 4.2.2 Answers Student worksheet 4.2.2 Answers Chapter 4 flashcard glossary 	
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	<p>the data and information collected (ACHGS052, ACHGS060)</p> <ul style="list-style-type: none"> • Communicate geographical information: present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Graphs and statistics • Visual representations <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Literacy • Numeracy 	<p>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?</p> <p>ADDITIONAL ACTIVITIES</p> <p>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. It 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.</p> <p>Find a population pyramid for Australia on the Australian Bureau of Statistics (ABS) website. A link to the site is provided in the Resources column. Place it on a PowerPoint slide and look at what proportion of Australia's population is under 20 years old. Compare this to Blacktown, and to your local area. What differences can you see?</p> <p>Blacktown has a high proportion of its population under the age of 20. This presents challenges due to high rates of youth unemployment. There is also a lack of entertainment for youth. Local planners therefore attempt to provide sporting and other recreational facilities. They also do their best to attract firms to the area to provide jobs. Higher crime rates are also a consequence of unemployment, so police have a more difficult job. This occurs when some different ethnic groups are in conflict.</p> <p>The ABS QuickStats website provides profiles of age distributions per suburb (see the weblink in Resources column). These can be used to construct a population pyramid for your suburb.</p> <p>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.</p> <p>'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</p>		
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		<p>offer real advantages.</p> <p>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.</p> <p>Once students have viewed the documentary, have them answer the following questions:</p> <ol style="list-style-type: none"> 1 Where is Atlanta situated in the United States? 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. <p>Liveability in Australia's rural-urban fringe</p> <p>This activity will take about 30–40 minutes of class time to complete. The sketch map will take the longest. It is designed to illustrate change over time on the outer edge of cities and integrates the skill of drawing sketch maps.</p> <p>A printable student worksheet on factors affecting liveability in Australia's rural–urban fringe is available to support this unit (see Resources column).</p>		
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LESSON 3				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Living in rural places (ACHGK045)	<ul style="list-style-type: none"> compare the impact of environmental quality on the liveability of places across a range of scales examine variations in access to services and facilities between urban, rural and remote places explain how limited access to service and facilities affects the liveability of one place for different groups of people (e.g. young people, people with disabilities, the aged, rural and remote communities) <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Interconnection: how people are 	<p>GETTING STARTED</p> <p>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 state. 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.</p> <p>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.</p> <p>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.</p> <p>FOR YOUR INFORMATION</p> <p>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).</p> <p>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.</p> <p>The Northam Regional Centre Growth Plan is a Western Australian</p>	<p><u>Textbook</u></p> <p><i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u></p> <p><i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.3 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> 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/AUSSTATS/abs@.nsf/2f762f95845417aeca25706c00834efa/1d90c1ef4ac928d5ca2570ec0018e4f7!OpenDocument Article – The slowly dying towns of NSW A weblink to The Sunday 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 – Our shrinking towns 	

	<p>affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places</p> <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> Processing geographical information: analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (AChGS051, ACHGS059) <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> Maps Visual representations <p><u>General capabilities</u></p> <ul style="list-style-type: none"> Literacy 	<p>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 tab.) 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.</p> <p>Northam is 90 minutes from Perth by good rail and road connection. The plan encourages the small towns to build on their own unique characters and economic drivers.</p> <p>Liveability is a key concept in the plan. It emphasises the factors of housing affordability and a vibrant attractive town centre as key attractions, and it will aim to provide services to meet the expectations of newcomers. The report acknowledges current residents are unhappy about health and education services provided. They also note that the economic base of the region needs to diversify.</p> <p>The report claims that it has a new approach by unifying strategies, initiatives and actions that combine, for the first time, spatial planning and infrastructure with the economy and the community.</p> <p>Find information and photographs of Northam on the Internet.</p> <ol style="list-style-type: none"> Describe its location in relation to Perth. What river is it situated on? Describe the architecture of the town. <p>ADDITIONAL ACTIVITIES</p> <p>Planning for Northam</p> <p>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.</p> <p>Find the town of Northam near Perth in Western Australia on Google Earth. Tour the streets and the local river. List what you find attractive and define the key liveability factors.</p> <p>Imagine that the Northam planning department has asked you to be a part of a team travelling to Perth to promote the great benefits of living in Northam. You have been given funds to launch a campaign to attract people to move from the city to this rural town.</p> <p>Work in pairs to develop a promotional strategy.</p> <p>Nominate liveability factors you will have to highlight. Develop some catchy slogans. Draw the slogans on cardboard with illustrations.</p> <p>Alternatively, develop an animated PowerPoint presentation with theme music. Develop a short script you can use to highlight the</p>	<p>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</p> <ul style="list-style-type: none"> Northam Regional Centre Growth Plan <p>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</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.2.3 Answers Skills worksheet 4.2.3 Answers Chapter 4 flashcard glossary 	
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	<ul style="list-style-type: none"> Numeracy 	<p>benefits of moving to Northam.</p> <p>What promotional mix will be most successful? Consider advertising in newspapers and on television, celebrity endorsements, social media and film. Present your promotional strategy to the class.</p>		
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LESSON 4				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Living in coastal places (ACHGK045)</p>	<ul style="list-style-type: none"> compare the impact of environmental quality on the liveability of places across a range of scales examine variations in access to services and facilities between urban, rural and remote places explain how limited access to service and facilities affects the liveability of one place for different groups of people (e.g. young people, people with disabilities, the aged, rural and remote communities) <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors 	<p>GETTING STARTED</p> <p>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.</p> <p>Push factors:</p> <ul style="list-style-type: none"> congestion in major cities pollution high stress, fast city life high housing and rent prices. <p>Pull factors:</p> <ul style="list-style-type: none"> relaxed, casual lifestyle recreational facilities open space close to the sea, back to nature housing and rent affordability. <p>FOR YOUR INFORMATION</p> <p>In June 2009, Queensland’s population was 4 425 100. The south-eastern 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).</p> <p>Sunshine Coast</p> <p>Much of the ‘sea change’ growth on the Sunshine Coast has been between Maroochydore and Noosa, as well as in the hinterland.</p> <p>The different groups in this migration were:</p> <ul style="list-style-type: none"> lower socioeconomic groups such as single parents, the disabled 	<p><u>Textbook</u></p> <p><i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer’s toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u></p> <p><i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.4 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Queensland holidays The official tourism site for Queensland, Australia www.queenslandholidays.com.au <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.2.4 Answers Skills worksheet 4.2.4 Answers Chapter 4 flashcard glossary 	

	<p>influencing people's perceptions of places</p> <ul style="list-style-type: none"> Place: the special significance place has to some people Environment: the aesthetic, cultural, spiritual and economic value of environments to people Interconnection: how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places Change: changes to resources, landscapes and places over time through natural and human geographical processes and events <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> Acquiring geographical information: develop geographically significant 	<p>and unemployed</p> <ul style="list-style-type: none"> young families forced out of the city by high housing prices retiring 'baby boomers' who sold the family home after their children had left and were looking for a new lifestyle tradesmen attracted by building and maintenance job opportunities. <p>The lower socioeconomic groups are causing some conflict with other groups. There is a perception of increased crime such as 'breaking and entering' (burglary). As a result, residents do not feel as safe as they used to.</p> <p>ADJUSTMENTS</p> <p>For less able students:</p> <ul style="list-style-type: none"> Draw a house you would like to live in at Noosa Heads in Queensland. Label the main features of the house and include some sustainable features such as solar panels, a water tank and recycling waste water. <p>For more able students:</p> <ul style="list-style-type: none"> 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. Include open space, landscaped gardens and sustainable elements. Try to design apartments to capture cross-flow of air to minimise the need for air conditioners. You should try and make the design fit into the environment. <p>ADDITIONAL ACTIVITIES</p> <p>Marketing the coast</p> <p>This activity will take about 40 minutes of class time to complete. It is designed to highlight reasons higher socioeconomic groups are moving to coastal towns. The use of an AVD will assist in developing this skill.</p> <p>Students: Imagine you have been appointed as the marketing manager for a new apartment development near Noosa Heads. Create an AVD (see 'The geographer's toolkit' Source GT.18) 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. Check sites for potential prices you can charge. A link to Queensland Holidays is provided in the Resources tab. Consider your target market by age</p>		
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	<p>questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)</p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) • Processing geographical information: apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) • Communicate geographical information: present findings, arguments and 	<p>and income group. Insert photos to make your advertisement attractive.</p>		
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	<p>ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Spatial technologies • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Information and communication technology capability • Literacy 			
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LESSON 5				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Living in remote places (ACHGK045)	<ul style="list-style-type: none"> compare the impact of environmental quality on the liveability of places across a range of scales examine variations in access to services and facilities between urban, rural and remote places explain how limited access to service and facilities affects the liveability of one place for different groups of people (e.g. young people, people with disabilities, the aged, rural and remote communities) <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Place: the special significance place 	<p>FIELDWORK</p> <ul style="list-style-type: none"> This unit lends itself to virtual fieldwork. <p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> 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: <p>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</p> <p>FOR YOUR INFORMATION</p> <ul style="list-style-type: none"> 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. 	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.5 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> A photo of Yuendumu solar power station http://www.pawmedia.com.au/library/yuendumu-solar-power-station-314xxxxx <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.2.5 Answers Skills worksheet 4.2.5 Answers Chapter 4 flashcard glossary 	

	<p>has to some people</p> <ul style="list-style-type: none"> • Environment: the aesthetic, cultural, spiritual and economic value of environments to people • Interconnection: how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places • Change: changes to resources, landscapes and places over time through natural and human geographical processes and events <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts 			
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	<p>(ACHGS047, ACHGS055)</p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) • Processing geographical information: apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) • Communicate geographical information: present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using 			
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	<p>geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Spatial technologies • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Information and communication technology capability • Literacy 			
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LESSON 6				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Living on Macquarie Island (ACHGK045)</p>	<ul style="list-style-type: none"> compare the impact of environmental quality on the liveability of places across a range of scales examine variations in access to services and facilities between urban, rural and remote places explain how limited access to service and facilities affects the liveability of one place for different groups of people (e.g. young people, people with disabilities, the aged, rural and remote communities) <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: factors influencing people's perceptions of places Interconnection: how people are 	<p>GETTING STARTED</p> <p>The Australian Antarctic Division website features webcams that deliver current images of a number of its stations including Mawson and Casey.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>TEACHING STRATEGIES</p> <p>This is an excellent time to introduce diurnal temperature. This is the range of temperature over 24 hours.</p> <p>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.</p> <p>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.</p> <p>FOR YOUR INFORMATION</p> <p>Watch the video on life at Casey station on the Australian Antarctic</p>	<p><u>Textbook</u></p> <p><i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u></p> <p><i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will also be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.6 Student worksheet 4.2.6: Jobs in remote locations <p>A printable student worksheet on different types of jobs in remote locations worldwide and the challenges that go with these positions</p> <p><u>Videos</u></p> <ul style="list-style-type: none"> Australian Antarctic Division – life on Casey station <p>A weblink to the Australian Antarctic Division's video gallery, which includes a short video (5.53 minutes) called 'Living at Casey Station in winter' http://www.antarctica.gov.au/news/video</p> <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Australian Antarctic Division <p>The official website of the Australian Antarctic Division</p>	

	<p>affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places</p> <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> Acquiring geographical information: collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) Processing geographical information: analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose 	<p>Division website. A weblink is provided in the Resources tab. Before you start, locate Casey. After students have seen the video, ask them to answer the following questions:</p> <ol style="list-style-type: none"> How many months do winter conditions last? (<i>Answer: eight months</i>) There are carpenters, electricians, diesel mechanics and plumbers at Casey. What are their jobs at the station? (<i>Answer: The tradesmen are involved in maintenance work to keep the station and all its equipment operating, which supports the scientists in their work.</i>) Describe the other key jobs shown. (<i>Answer: meteorologist, chef, doctor, communications officer</i>) How long is a tour of duty, and in which month does it usually start? (<i>Answer: 11 months, in November</i>) What kind of experiments are conducted? (<i>Answer: weather, animal behaviour, geology</i>) What are the obvious challenges of this isolated community? (<i>Answer: climate, distance from family, lack of a broad choice of entertainment, dangers of ice and snow, limited health services</i>) <p>ADJUSTMENTS</p> <p>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 <i>Endurance</i> 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.</p> <p>For more able students:</p> <ul style="list-style-type: none"> 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 	<p>http://www.antarctica.gov.au/</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.2.6 Answers Skills worksheet 4.2.6 Answers Chapter 4 flashcard glossary 	
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	<p>explanations for spatial distributions, patterns and trends, and infer relationships (AChGS051, ACHGS059)</p> <ul style="list-style-type: none"> • Communicate geographical information: present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Fieldwork • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking 	<p>Stewart's 1936 radio play <i>The Fire on the Snow</i>. This tells the story of Scott's tragic race for the South Pole.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Jobs in remote locations</p> <p>This activity will take about 20 minutes of class time to complete. It is designed to teach the basics of drawing field sketches as well as learning about Antarctica.</p> <p>A printable student worksheet on different types of jobs in remote locations worldwide and the challenges that go with these positions is available to support this unit. To access this worksheet, click on the link in the Resources column.</p>		
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CHECKPOINT 4.2	Teaching and learning	Resources	Registration and comments
<p>What effect does environmental quality and access to services have on people's wellbeing?</p> <ul style="list-style-type: none"> • Investigate the impact of environmental quality on the liveability of places (ACHGK045) <ul style="list-style-type: none"> – discussion of factors that reduce environmental quality (e.g. natural hazards, conflict, population pressures, land degradation) – comparison of the impact of environmental quality on the liveability of places across a range of scales (e.g. local neighbourhoods, large cities, countries) • Investigate the influence of accessibility to services and facilities on the liveability of places (ACHGK044) <ul style="list-style-type: none"> – identification of services and facilities considered important to people's wellbeing – examination of variations in access to services and facilities between urban, rural and remote places – explanation of how limited access to services and facilities affects the liveability of one place for different groups e.g. young people, people with disabilities, the aged, rural and remote communities 	<ul style="list-style-type: none"> • The Checkpoint questions appear at the end of every section. They are linked to a content dot point in the NSW Geography syllabus and are designed to help you identify areas of weakness in student understanding. They can be used flexibly – completed orally in class (to support formative assessment) or set as written tests (to support summative assessment). • Rich Tasks appear at the end of every section. They are open-ended inquiry-based and often include a Skill drill. <p>TEACHING STRATEGIES: CHECKPOINT</p> <ul style="list-style-type: none"> • This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot point taken from the 7–10 Geography syllabus in order to help you identify gaps in student understanding. • The activities can be completed in class or as homework, depending on your needs. For example, you may like to: <ul style="list-style-type: none"> – involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on their participation. – set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks, or have students peer-mark the responses. <p>TEACHING STRATEGIES: RICH TASKS</p> <ul style="list-style-type: none"> • The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular geographical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome. <p>ADJUSTMENT</p> <ul style="list-style-type: none"> • Each Checkpoint is supported by a set of three worksheets 	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 4: Place and liveability</i> (pp. 128–195); The geographer's toolkit (pp. 2–45) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Secondary Schools</i> (pp. 58–71) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u> Each Checkpoint is supported by a set of three worksheets available on the Teacher <u>obook</u>. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class.</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Checkpoint 4.2 Answers • Rich Task 4.2 Answers • Checkpoint worksheet Answers • <u>assess</u>: multiple choice quizzes • Chapter 4 flashcard glossary 	

	<p>available on the Teacher <u>o</u>book. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class.</p> <ul style="list-style-type: none"> • Like Checkpoint questions, student worksheets are linked to content dot points and skills from the syllabus with the goal of providing tailored support to ensure better results. • Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to support, consolidate or extend individual students and personalise learning in your class. These worksheets are part of the Teacher <u>o</u>book. <p>Assigning the appropriate Checkpoint student worksheet:</p> <ul style="list-style-type: none"> • Students who score less than 50% should be directed to complete the Support worksheet for this section: a worksheet designed to support students' understanding and help bring them up to the expected level. • Students who score between 50% and 75% should be directed to complete the Consolidate worksheet for this section: a worksheet designed to consolidate the understanding of students. • Students who score more than 75% should be directed to complete the Extend worksheet for this section: a worksheet designed to extend the understanding of students. • Students can now complete the online multiple choice quiz for Section 4.2 on their <u>o</u>book. There are three tests available: support, consolidate, extend. The tests give students instant results. 		
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**NSW SYLLABUS for the Australian Curriculum
GEOGRAPHY STAGE 5
TEACHING PROGRAM AND RESOURCES
UNIT 2: CHANGING PLACES (Section 4.1)**

INSERT SCHOOL EMBLEM
INSERT SCHOOL NAME
HSIE FACULTY

Subject: YEAR 9 GEOGRAPHY / YEAR 10 GEOGRAPHY	Chapter: 4 Migration: People on the move Topic: 4.1 How does internal migration impact on the concentration of people into urban places?
Year group: 9 / 10	Time: 10+ hours
Key inquiry question: How does internal migration impact on the concentration of people into urban places?	Geographical concepts: Place, Space, Environment, Interconnection, Scale, Sustainability
Geographical inquiry skills: Acquiring geographical information, Processing geographical information, Communicating geographical information	Geographical tools: Maps, Graphs and statistics, Visual representations
Cross-curriculum priorities: Asia and Australia's engagement with Asia; Sustainability	General capabilities: Critical and creative thinking; Information and communication technology capability; Intercultural understanding; Literacy; Numeracy
<p>NSW syllabus content dot point</p> <p>Internal migration</p> <ul style="list-style-type: none"> • Investigate reasons for and effects of internal migration in Australia and another country, for example: (ACHGK056, ACHGK057) <ul style="list-style-type: none"> – analysis of international migration patterns – explanation of where and why international migrants settle within Australia – examination of characteristics and spatial patterns of Australia's cultural diversity 	<p>Outcomes</p> <p>A student:</p> <ul style="list-style-type: none"> > explains processes and influences that form and transform places and environments (GE5-2) > analyses the effect of interactions and connections between people, places and environments (GE5-3) > assesses management strategies for places and environments for their sustainability (GE5-5) > acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry (GE5-7) > communicates geographical information to a range of audiences using a variety of strategies (GE5-8)

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.

ADVICE TO TEACHERS	Comments
<p>Navigating the text</p> <ul style="list-style-type: none"> The content covered in each section of this chapter (and the order in which it is sequenced) closely follows the Geography 7–10 syllabus released by the Board of Studies, Teaching and Educational Standards NSW in 2016. By using this chapter as the basis of your teaching program, you can be assured that you are meeting all of the requirements of the NSW syllabus for the Australian Curriculum: Geography. 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 unit in this chapter is accompanied by a Review 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; Investigate and create. Answers are provided in the Teacher <u>obook</u>. <p>Checkpoint</p> <ul style="list-style-type: none"> An easy way to regularly monitor your students' understanding of key content dot points is to use the Checkpoint 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 Checkpoint 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. <p>Worksheets</p> <p>This chapter is supported by a series of skills, activity and video worksheets. Worksheets and suggested solutions can be found in the Teacher <u>obook</u>.</p> <p>Interactive modules, videos and weblinks</p> <p>This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets.</p> <p>Flashcard glossary</p> <p>This chapter is supported by an interactive flashcard glossary you can find in the <u>obook</u>. 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.</p> <p>assess</p> <p>Each chapter of the <i>Insight Geography Stage 5</i> student text includes auto-marking multiple choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students:</p> <ul style="list-style-type: none"> Support (foundation) Consolidate (standard) Extend (advanced) <p>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.</p> <p>Results</p> <p>Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.</p>	

LESSON 1				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Voluntary migration in Australia (ACHGK056, ACHGK057)	<ul style="list-style-type: none"> analyse trends in temporary and permanent internal migration discuss economic, social or environmental consequences of internal migration on places of origin and destination <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Interconnection: consequences of migration patterns on the location of origin and destination Change: the consequences of urbanisation <p><u>Geographical inquiry</u></p>	<p>GETTING STARTED</p> <p>Many animals undertake migration as part of a seasonal or yearly cycle. These migrations are often based on moving to warmer climates or moving in search of food or returning to breeding areas. To introduce the idea of migration, a video of the annual wildebeest migration (see Resources column for a weblink) could be shown to students at the start of the lesson, before any discussion takes place. After viewing the video, a general class discussion about what they saw and the reasons for this movement of animals could commence. Hopefully, the idea of migration is raised. This could then move to a general discussion of human migration. It will also be important to emphasise the need to remain culturally respectful and to avoid stereotypes during the study of migration. Students should be encouraged to voice well-reasoned opinions that are supported by evidence, but they should understand that there are always strengths and weaknesses in any opinion on an issue.</p> <p>TEACHING STRATEGIES</p> <p>When discussing Source 4.2, students should be encouraged to cite examples from their own families that reflect the scenarios shown. The Australian Bureau of Statistics (ABS) website (see Resources column for a weblink) has a summary of sea changes with various maps and graphs that could be used during the explanation of this topic.</p> <p>FOR YOUR INFORMATION</p> <p>Tree change is similar to sea change, but it is a move to a rural/country area as opposed to a coastal place.</p> <p>ADJUSTMENTS</p> <p>For less able students: Question 6 of Review 4.1.1 could be simplified by asking the less able students to just focus on the family reasons for the move. They could write these as a series of dot points.</p> <p>For more able students: The response to Question 6 of Review 4.1.1 could also include further evaluation by ranking the reasons from most important to least</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.1 Student worksheet 4.1.1: Australians on the move <p><u>Videos</u></p> <ul style="list-style-type: none"> Wildebeest migration A 2.40-minute video about the annual Wildebeest migration – for the Getting Started activity http://www.animalplanet.com/tv-shows/other/videos/fooled-by-nature-wildebeest-migration.htm <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Impact of sea changes A government report investigating pressure on coastal locations for increasing numbers of sea changers http://www.environment.gov.au/nod/e/22589 Sea change new coastal residents The Australian Bureau of Statistics summary of sea changers http://www.abs.gov.au/ausstats/abs 	

	<p><u>skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072) • Acquiring geographical information: collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) • Processing geographical information: evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074) 	<p>important and justifying this ranking.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Family movement</p> <p>Students may be interested in looking back at the changes that have occurred in their family's housing. This activity is similar to what is shown in Source 4.2, but looks at each student's own experiences of voluntary migration (in particular, moving house). The activity would be a homework task as it requires talking to various relatives. It could be spread over a week or two.</p> <p>The activity could be completed either by hand or on an appropriate computer program. The wording of this task may need to be changed depending on the background of the class; for example, references to 'parents' and 'marriage' may be too limiting. If they have moved from overseas in an involuntary manner, this could also be considered. The students are required to produce a flow chart showing five movements of their families (either parents or grandparents) prior to and during their lifetime – it depends on how long it has taken the family to move five times. The flow chart will have similar information to that of Source 4.2.</p> <p>Students will begin the flow chart at the time of the first move; for example, when their parents had their first child. The information included in the first section of the flow chart could relate to the size and location of the house. The second section of the flow chart might relate to the need to move into a bigger house due to an increased number of children. The third section of the flow chart might relate to moving interstate due to a change in a parent's job. The sections of the flow chart should finish with their current living location.</p> <p>Depending on the detail that you want the students to go into, pictures could also be included.</p> <p>When the flow charts are completed, some students may wish to present their findings to the class.</p>	<p>@.nsf/2f762f95845417aeca25706c00834efa/df9b2318e79ab891ca256e9e001fb3e8!OpenDocument</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.1.1 Answers • Skills worksheet 4.1.1 Answers • Chapter 4 Flashcard Glossary 	
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	<ul style="list-style-type: none"> • Processing geographical information: represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074) • Processing geographical information: evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076) • Processing geographical information: apply geographical concepts to 			
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	<p>synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)</p> <ul style="list-style-type: none"> • Communicating geographical information: present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079) • Communicating geographical information: reflect on and evaluate the findings of an inquiry to propose individual and 			
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	<p>collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Literacy • Numeracy • Personal and social capability 			
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LESSON 2				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Moving to cities (ACHGK056, ACHGK057)</p>	<ul style="list-style-type: none"> analyse trends in temporary and permanent internal migration discuss economic, social or environmental consequences of internal migration on places of origin and destination <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses Environment: significant environmental challenges 	<p>TEACHING STRATEGIES The city population forecast in Source 4.7 may require further explanation. This map is a proportional symbols map, which is a highly visual method of showing data. The legend can be used to gather approximate quantification of the circle shown on the map, but precise figures are difficult to determine.</p> <p>FOR YOUR INFORMATION The Oshida market was demolished by the Nigerian government in 2009. A Special Taskforce of the Lagos State Ministry of Environment stormed the area and demolished all illegal structures and moved squatters.</p> <p>ADJUSTMENTS For less able students: The scene in Source 4.6, related to Question 4 of Review 4.1.2, contains many different components. Students who are less able to draw such an involved sketch could take a 'screenshot' of the image from the ebook version of the student book, then copy it to a document and annotate the various components using arrows and textboxes. For more able students: Question 4 of Review 4.1.2 could also include a series of arrows to demonstrate the interconnections that occur within this place.</p> <p>ADDITIONAL ACTIVITIES African quiz Students will look at the various cities located in Source 4.7, but may not know the country in which the cities are located. Hopefully some would recognise South Africa and Egypt, but the other countries may be a mystery. To help students learn some African countries a cryptic quiz and map locations task is provided. It should take about 30 minutes to complete, but could take longer depending on how quickly the clues are deciphered. You will need to provide the students with an outline map of Africa (see Resources column for a weblink). Their task will be to firstly decipher the 20 clues using the word list and then colour in and label the country on the map of Africa that each clue is associated with.</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.2 <p><u>Interactive learning module</u></p> <ul style="list-style-type: none"> Africa: Population interactive map <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Learn the African countries An interactive map to help you learn the countries of Africa http://world-geography-games.com/countries_africa.swf Outline map of Africa Outline map of Africa – to be used with the additional activity http://www.abcteach.com/maps/afrika.htm <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.1.2 Answers Skills worksheet 4.1.2 Answers Outline map: Africa Chapter 4 Flashcard Glossary 	

	<ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Change: the consequences of urbanisation <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Processing geographical information: evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076) • Processing geographical information: apply geographical concepts to synthesise 	<p>Word list:</p> <p>Togo Gabon Malawi Equatorial Guinea Kenya Senegal Madagascar Sudan Sierra Leone Seychelles Congo Uganda Benin South Africa Botswana Rwanda Mali Ivory Coast Nigeria</p> <p>Questions (and answers with explanations):</p> <ol style="list-style-type: none"> 1 Where are you going to go? (Togo) 2 No bag in this country. (Gabon, no bag = Gabon) 3 Mel, are we there yet? (Malawi, Mel-are-we) 4 Little furry piggy in the middle. (Equatorial guinea, guinea pig, middle = equator) 5 Ken ya fool. (Kenya) 6 Have you seen a gull? (Senegal, seen-a-gull) 7 Fix your <i>Mascara dag</i>. (Madagascar, mascara dag – anagram) 8 Daniel got sued. (Sudan, sue Dan) 9 This is easier than <i>earlier ones</i>. (Sierra Leone, earlier ones – anagram) 10 Verbalise shells. (Seychelles, say “shells”) 11 Go on, see. (Congo, see = C on go) 12 A female sheep and a male goose. (Uganda, ewe & gander) 13 Is Benjamin in or out? (Benin, Ben in) 14 Sea had waves. (Chad, sea = C had) 15 A <i>safari touch</i> in this country. (South Africa, anagram) 16 A swan robot. (Botswana, roBot swan a) 17 Are a magical stick allowed? (Rwanda, are = R, a, magical stick = wand) 		
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	<p>information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy • Numeracy 	<p>18 This country is in the mail. (Mali, anagram)</p> <p>19 Elephants tusks where the land meets the sea. (Ivory Coast, elephant tusk = ivory, land meets sea = coast)</p> <p>20 Anger with two eyes. (Nigeria, anger + i + i = Nigeria)</p>		
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LESSON 3				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Urban slums (ACHGK056, ACHGK057)	<ul style="list-style-type: none"> analyse trends in temporary and permanent internal migration discuss economic, social or environmental consequences of internal migration on places of origin and destination <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses Environment: significant environmental challenges 	<p>GETTING STARTED A video and images are provided (see Resources column for weblink) that examine the rubbish recycling that occurs in Dharavi.</p> <p>TEACHING STRATEGIES Note, some images and videos of life in slums could be quite confronting and disturbing for some students.</p> <p>ADJUSTMENTS For less able students: Question 6 of Review 4.1.3 could be tackled in a more personal manner for less able students. In response to the 'how do you feel about this' question, they could imagine they are living the life of the person they used for the additional activity. By imagining they are in the place of a person living in the slum, it might make it easier for them to consider how they would feel if the slum was bulldozed and the residents moved to high-rise apartments. For more able students: Question 6 of Review 4.1.3 could be used to investigate the bulldozing of the slums from two different perspectives (for example as a resident and as a government official).</p> <p>ADDITIONAL ACTIVITIES Life in a slum In order to personalise Question 5 of Review 4.1.3 for the students, they could choose a person from a BBC special that focuses on life in the Dharavi slum. This approach will hopefully allow the students to gain a greater experience of life in the slum and also help them to understand that not everyone in a slum has the same life. This activity should take approximately 20 to 30 minutes. Ask the students to go to the BBC website and the special 'Life in a slum' (see Resources column for a weblink). First, students will need to read the introduction. It also may be useful to use Google Earth to locate and explore the slum from an aerial view in order to get an indication of the scale of the slum. Next, ask the students to choose one of the people who have been profiled: the leather worker, the housewife, the college student, the</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.3 <p><u>Videos</u></p> <ul style="list-style-type: none"> Life in a slum BBC special exploring the lives of people who live in the Dharavi slum. To be used with the additional activity. http://news.bbc.co.uk/2/shared/spl/h/world/06/dharavi_slum/html/dharavi_slum_intro.stm Slum rubbish recycling A video from CNN about rubbish recycling in the Dharavi slum http://edition.cnn.com/interactive/2012/02/world/interactive.mumbai.slums.sustainability/ Dharavi slum redevelopment A weblink to a video about the Dharavi slum https://www.awesomestories.com/asset/view/Dharavi-lts-Beginnings-and-Current-Status 	

	<ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Change: the consequences of urbanisation <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Communicating geographical information: present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079) • Communicating geographical information: reflect on and evaluate the findings of an inquiry to propose individual and collective action in 	<p>pottery owner or the aircraft engineer. Students read the profile of the chosen person and explore their living conditions by using the panoramic image.</p> <p>Now, students complete Question 5 of Review 4.1.3 from the perspective of the person they have chosen.</p>	<p><u>Weblinks</u></p> <ul style="list-style-type: none"> • Dharavi article A National Geographic feature about the Dharavi slum http://ngm.nationalgeographic.com/2007/05/dharavi-mumbai-slum/jacobson-text <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.1.3 Answers • Skills worksheet 4.1.3 Answers • Chapter 4 Flashcard Glossary 	
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	<p>response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy 			
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LESSON 4				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Explaining population movements (ACHGK056, ACHGK057)	<ul style="list-style-type: none"> analyse trends in temporary and permanent internal migration discuss economic, social or environmental consequences of internal migration on places of origin and destination <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses Environment: significant environmental challenges 	<p>TEACHING STRATEGIES</p> <p>The images and videos available on the Internet of the situation in Somalia have the potential to be very confronting. It is essential that you view any images or video sourced from the Internet in its entirety before sharing with students, as some content can be very confronting and distressing.</p> <p>FOR YOUR INFORMATION</p> <p>A Somalia profile is included (see Resources column for a weblink) to provide you with background information about the situation in this region of Africa. Other weblinks are included to provide you with further resources.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Push me pull you</p> <p>The following activity will require you to have the ability to <i>ad lib</i> and respond immediately to various situations and scenarios. It should take approximately 5 to 10 minutes depending on how many scenarios you wish to explore.</p> <p>Begin by dividing the class into three groups and send each group to a different location in the classroom. One group will be the Australian urban population, one group will be the Australian rural population and the last group will be the overseas population.</p> <p>The aim is to choose individuals, pairs or groups of students to become migrants. These migrants will be moving between the three populations. Each time migration occurs, the impacts of the migration on both places will be discussed. Below are some examples of how you could run this activity.</p> <p>For example: Ask an 'overseas population' student to migrate to the 'Australian urban population'. Tell this student that they are a doctor from a poor African nation. When they arrive in the 'Australian urban population', ask the class to say the positive and negative impacts of this migration (for example, a better life for the doctor in Australia being a positive and the original country losing a trained doctor being a negative).</p> <p>For example: Ask five students to migrate from a country town with a very small population to the urban population to study at university.</p>	<p><u>Textbook</u></p> <p><i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u></p> <p><i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.4 <p><u>Videos</u></p> <ul style="list-style-type: none"> Somalia crisis A video about Somali migration http://www.voanews.com/content/pr-olonged-droughts-threaten-renewed-famine-somalia/2460375.html <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Afgooye camp Guardian article on the Afgooye refugee camp – to assist with Questions 7 and 8 Review 4.1.4 http://www.theguardian.com/global-development/poverty-matters/2010/oct/04/somalia-afgooye-corridor-displaced-people Somalia's conflict Background information and maps from the BBC related to the conflict in Somalia http://www.bbc.com/news/10524929 	

	<ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Change: the consequences of urbanisation <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy 	<p>Tell these students that they are all 18 years old and were raised on their family farms. When they arrive, ask the class to discuss the positive and negative impacts of this migration (for example, educational opportunities in the city, compared to the rural area losing fit young people to work on the farms).</p> <p>For example: Ask five students to migrate as asylum seekers from the 'overseas population' to the 'Australian urban population'. Tell these students that they are all poor and uneducated and are fleeing from a violent war in their country. When they arrive, ask the class to discuss the impacts of this migration (for example, the emotional impact of leaving their family and friends behind, compared to the cultural impact in Australia).</p> <p>There are numerous other scenarios that could be explored, such as social, economic and environmental impacts; pressure on resources; the increase and decrease in the three populations, etc.</p>	<ul style="list-style-type: none"> • Somalia profile General background information about Somalia http://www.bbc.com/news/world-africa-14094503 <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.1.4 Answers • Skills worksheet 4.1.4 Answers • Chapter 4 Flashcard Glossary 	
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LESSON 5				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Population movements in Australia (ACHGK056, ACHGK057)</p>	<ul style="list-style-type: none"> analyse trends in temporary and permanent internal migration discuss economic, social or environmental consequences of internal migration on places of origin and destination <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing Space: conflicts arising from 	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> You may wish to focus on some of the capital cities when discussing Source 4.12. A series of animated .gif files showing the changes in population density are provided (see Resources column for a weblink). An animated population chart (see Resource column for weblink) showing the growth of population by state and territory in Australia since 1788 is an effective tool to highlight the population changes. <p>FOR YOUR INFORMATION</p> <p>A show called <i>Country Town Rescue</i> was produced by the ABC in 2012 and one of the episodes focused on the town of Trundle. If you can source this video, it may be interesting to show to the class.</p> <p>ADJUSTMENTS</p> <p>For less able students: Thinking about the future, especially how Australia's population may change over the next 30 years, can be a challenge. To assist with the responses to Question 6 of Review 4.1.5, a differentiated pairing (a less able with a more able student) could be established.</p> <p>For more able students: Thinking about the future, especially how Australia's population may change over the next 30 years, can be a challenge. To assist with the responses to Question 6 of Review 4.1.5, a differentiated pairing (a less able with a more able student) could be established.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Google Earth Wanneroo's change over time The following activity requires access to a computer or similar device and should take about 25 minutes to complete. The purpose of this task is to use Google Earth to compare the urban sprawl of Wanneroo in Source 4.14 between 2002 and the most recent Google Earth image of the region. Students are to complete the following steps: Search 'Wanneroo' in the Google Earth search window. Turn on the 'Roads' layer and find the region where Wanneroo Rd and Pinjar Rd intersect. The change in this region highlights the fast growth of this</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.5 Student worksheet 4.1.5: Case study: Australian mining towns <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Australia's population projections Australian Bureau of Statistics population data projections http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/3222.0main+feature_s52012%20(base)%20to%202101 Australia's capital cities population density Animations showing the changes in population density in Sydney, Perth, Brisbane and Melbourne http://chartingtransport.com/2012/10/01/visualising-changing-density-australian-cities/ Population growth of Australia An animated graph showing population growth in Australia's states and territories from the ABS http://www.abs.gov.au/websitedbs/ 	

	<p>competing uses of space for agricultural, urban, recreational and industrial land uses</p> <ul style="list-style-type: none"> • Environment: significant environmental challenges • Interconnection: consequences of migration patterns on the location of origin and destination • Scale: management and protection of places and environments at local, regional, national and global scales • Change: the consequences of urbanisation <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources 	<p>urban area. Click on the 'Show historical imagery' icon (clock with an arrow) and choose 2002, then slide the timeline to the most recent picture and observe any evidence of urban sprawl. Take a screenshot of the image in 2002 and a second screenshot in the most recent year (methods of doing this will vary depending on the device used). Place these screenshot images side by side in an appropriate document (e.g., MS Word, iWork's Pages, MS PowerPoint, etc.).</p> <p>Students should then annotate any changes to the land use shown in the images; in particular, areas where urban sprawl has taken over farmland and other areas of natural vegetation.</p> <p>Students can use the information gathered from this additional activity to add further detail to Question 5 of Review 4.1.5.</p>	<p>d3310114.nsf/Home/Animated+Historical+Population+Chart</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.1.5 Answers • Skills worksheet 4.1.5 Answers • Student worksheet 4.1.5 Answers • Chapter 4 Flashcard Glossary 	
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	<p>(ACHGS064, ACHGS073)</p> <ul style="list-style-type: none"> • Processing geographical information: evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076) • Processing geographical information: apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives 			
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	<p>(ACHGS068, ACHGS077)</p> <ul style="list-style-type: none"> Communicating geographical information: present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079) <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> Maps Visual representations <p><u>General capabilities</u></p> <ul style="list-style-type: none"> Critical and creative thinking Literacy 			
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LESSON 6				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>Population movements in China (ACHGK056, ACHGK057)</p>	<ul style="list-style-type: none"> analyse trends in temporary and permanent internal migration discuss economic, social or environmental consequences of internal migration on places of origin and destination <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing Space: conflicts arising from 	<p>TEACHING STRATEGIES To introduce population movements in China, a video looking at the movement of people from rural to urban China is included (see Resources column for a weblink).</p> <p>FOR YOUR INFORMATION Guangxi Province has fantastic and varied natural landscapes including karst hills and caves, forested mountains and coastal landscapes.</p> <p>ADDITIONAL ACTIVITIES Working in an electronics factory Without the boring and repetitive work done by the factory workers such as Xiu, the cost of mobile phones may be prohibitive to many people. This activity asks the students to consider the electronics factory workers and should take about 15 minutes. Ask the students to imagine they are working alongside Xiu in the electronics factory in Shenzhen shown in Source 4.17. Have students read through Xiu's story and also the articles and video provided (see Resource tab for the weblink) in order to complete the following analysis:</p> <ul style="list-style-type: none"> Why do you work at the factory? What are your working conditions? What work do you do and for how long? How does the work affect you: <ul style="list-style-type: none"> emotionally financially physically? <p>The students should then share their thoughts in a small group.</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.6 Student worksheet 4.1.6: Xiu's life in Shenzhen <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Day in the life of an iPhone factory worker A report on the daily life of a factory worker in China – to assist with the additional activity http://www.fastcompany.com/3014988/a-day-in-the-life-of-an-iphone-factory-worker Health of an iPhone factory worker Report on the health hazards of working in an electronics factory – to assist with the additional activity http://www.pri.org/stories/2014-09-17/chinese-workers-pay-toxic-price-their-jobs-making-apples-iphones-and-ipads Inside an iPhone factory News article on poor working conditions in China's factories – to 	

	<p>competing uses of space for agricultural, urban, recreational and industrial land uses</p> <ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Interconnection: the economic, social and environmental factors influencing spatial variations in global human wellbeing • Change: the consequences of urbanisation <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) • Processing geographical 		<p>assist with the additional activity http://www.dailymail.co.uk/news/article-2092277/Apple-Poor-working-conditions-inside-Chinese-factories-making-iPads.html</p> <ul style="list-style-type: none"> • China's urbanisation Background information about population movements in China http://www.businessweek.com/articles/2014-03-20/china-wants-its-people-in-the-cities • China's urbanisation A video from <i>The Economist</i> summarising China's urbanisation http://www.economist.com/blogs/banyan/2011/06/urbanisation-china • Asia Education Foundation A student activity from the Asia Education Foundation exploring rural migration and urbanisation in China. Teacher instructions are also included. http://www.asiaeducation.edu.au/curriculum_resources/geography/year_8_urbanisation_in_china/activity_1_rural_migration_and_urbanisation.html <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.1.6 Answers • Skills worksheet 4.1.6 Answers • Chapter 4 Flashcard Glossary 	
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	<p>information: represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)</p> <ul style="list-style-type: none"> • Processing geographical information: apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077) • Communicating geographical information: present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit 			
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	<p>audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Asia and Australia's engagement with Asia <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy • Numeracy 			
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LESSON 7				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>China's manufacturing boom (ACHGK056, ACHGK057)</p>	<ul style="list-style-type: none"> analyse trends in temporary and permanent internal migration discuss economic, social or environmental consequences of internal migration on places of origin and destination <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing Space: conflicts arising from 	<p>TEACHING STRATEGIES</p> <p>To show an up-to-date view of the air pollution over some of China's largest cities a webcam link is provided (see Resources column for weblink). This website has images taken daily from a stationary camera. The best view is over Shanghai, but Guangzhou is also a good image.</p> <p>FOR YOUR INFORMATION</p> <p>Energy consumption in China in 2012 was very similar to the energy consumption in the USA in 2008. To help explain kilowatt hours, an average electrical heater rated at 1 kilowatt, operating for one hour, uses 1 kilowatt-hour of energy. In Australia, this would cost 20 cents per hour to run. Multiply this amount of energy and cost by 3.4 trillion, and that's China's 2012 energy consumption.</p> <p>ADJUSTMENTS</p> <p>For less able students: In response to Question 6 of Review 4.1.7, less able students could just choose the more relevant statement and possibly include a short justification of their choice. The justification could focus on the basic reason for the movements – for work.</p> <p>For more able students: In response to Question 6 of Review 4.1.7, more able students should cite specific examples from Source 4.19 and include other information, such as the distance and direction travelled, and reference to the information provided in the legend. Quantification from the additional activity could also be included.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Just the facts</p> <p>An important skill to have as a Geography student is to be able to gather facts in order to explain a change, show a trend, to highlight differences, and a range of other applications. This activity requires students to gather information from a short video (see Resources column for a weblink) in order to understand the impact of China's manufacturing boom. The video runs for just under 3 minutes, but the task will take about 10 minutes as the video will need to be paused.</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.1.7 <p><u>Videos</u></p> <ul style="list-style-type: none"> Migrant workers return home A video focusing on the Chinese New Year holiday http://www.smh.com.au/world/chinese-new-year-long-road-home-as-36-billion-journeys-made-20140131-hvang.html <p><u>Weblinks</u></p> <ul style="list-style-type: none"> China's internal migration facts Feature on the largest migration in history – to be used with the additional activity http://www.economist.com/blogs/graphicdetail/2012/02/daily-chart-17 China's air pollution webcam A webcam over three of China's largest cities http://www.chinaairdaily.com/#Shanghai#2014-11-02 Guangzhou as migrants return 	

	<p>competing uses of space for agricultural, urban, recreational and industrial land uses</p> <ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Interconnection: the economic, social and environmental factors influencing spatial variations in global human wellbeing • Change: the consequences of urbanisation <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) • Processing geographical 	<p>There are two options: the video can either be shown to the entire class or each student can watch the video on their own electronic device. The aim is to gather 10 important facts related to the rural–urban migration in China. The facts should be written as dot points and most of the facts should have quantification to assist with the explanation of the fact.</p> <p>For example:</p> <ul style="list-style-type: none"> • Since 1978, China has had 160 million people leaving rural areas to seek work in cities. • Migrants moved from poor inland provinces to the cities. • Between 2001 and 2010, migration contributed nearly 20% of China’s economic growth. <p>Some of the 10 facts from the video weblink can also be used to extend the responses to Questions 6 and 7 of Review 4.1.7.</p>	<p>home</p> <p>Explains how Guangzhou copes with the mass movement of migrant workers.</p> <p>http://insidestory.org.au/when-chinese-migrant-workers-go-home/</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.1.7 Answers • Skills worksheet 4.1.7 Answers • Chapter 4 Flashcard Glossary 	
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	<p>information: represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)</p> <ul style="list-style-type: none"> • Processing geographical information: apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077) • Communicating geographical information: present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit 			
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	<p>audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Asia and Australia's engagement with Asia <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy • Numeracy 			
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CHECKPOINT 4.1	Teaching and learning	Resources	Registration and comments
<p>How does internal migration impact on the concentration of people into urban places?</p> <p>Investigate reasons for and effects of internal migration in Australia and another country (ACHGK056, ACHGK057)</p> <p>For example:</p> <ul style="list-style-type: none"> - analysis of trends in temporary and permanent internal migration - discussion of economic, social or environmental consequences of internal migration on places of origin and destination 	<ul style="list-style-type: none"> • The Checkpoint questions appear at the end of every section. They are linked to a content dot point in the NSW Geography syllabus and are designed to help you identify areas of weakness in student understanding. They can be used flexibly – completed orally in class (to support formative assessment) or set as written tests (to support summative assessment). • Rich Tasks appear at the end of every section. They are open-ended inquiry-based tasks that often include a Skill drill. <p>TEACHING STRATEGIES: CHECKPOINT</p> <ul style="list-style-type: none"> • This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot point taken from the 7–10 Geography syllabus in order to help you identify gaps in student understanding. • The activities can be completed in class or as homework. For example, you may like to: <ul style="list-style-type: none"> - involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on this. - set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses. <p>TEACHING STRATEGIES: RICH TASKS</p> <ul style="list-style-type: none"> • The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular geographical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome. • In this Rich Task, students are being asked to focus on developing the geographical skill of reading thematic maps. 	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer’s toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u> Each Checkpoint is supported by a set of three worksheets available on the Teacher <u>obook</u>. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class.</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Checkpoint 4.1 Answers • Rich Task 4.1 Answers • Checkpoint worksheet Answers • <u>assess</u>: multiple choice quizzes • Chapter 4 Flashcard Glossary 	

	<ul style="list-style-type: none"> • For more information on this skill refer to 'The geographer's toolkit'. <p>ADJUSTMENT</p> <ul style="list-style-type: none"> • Each Checkpoint is supported by a set of three worksheets available on the Teacher <u>o</u>book. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class. • Like Checkpoint questions, student worksheets are linked to content dot points and skills from the syllabus with the goal of providing tailored support to ensure better results. • Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to support, consolidate or extend individual students and personalise learning in your class. These worksheets are as part of the Teacher <u>o</u>book. <p>Assigning the appropriate Checkpoint student worksheet:</p> <ul style="list-style-type: none"> • Students who score less than 50% should be directed to complete the Support worksheet for this section: a worksheet designed to support students' understanding and help bring them up to the expected level. • Students who score between 50% and 75% should be directed to complete the Consolidate worksheet for this section: a worksheet designed to consolidate the understanding of students. • Students who score more than 75% should be directed to complete the Extend worksheet for this section: a worksheet designed to extend the understanding of students. • Students can now complete the online multiple choice quiz for Section 4.1 on their <u>o</u>book. There are three tests available: support, consolidate, extend. The tests give students instant results. 		
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NSW SYLLABUS for the Australian Curriculum
 GEOGRAPHY STAGE 5
 TEACHING PROGRAM AND RESOURCES
 UNIT 2: CHANGING PLACES (Section 4.2)

INSERT SCHOOL EMBLEM
 INSERT SCHOOL NAME
HSIE FACULTY

Subject: YEAR 9 GEOGRAPHY / YEAR 10 GEOGRAPHY	Chapter: 4 Migration: People on the move Topic: 4.2 How does international migration impact on the concentration of people into urban places?
Year group: 9 / 10	Time: 10+ hours
Key inquiry question: How does international migration impact on the concentration of people into urban places?	Geographical concepts: Place, Space, Environment, Interconnection, Scale, Sustainability
Geographical inquiry skills: Acquiring geographical information, Processing geographical information, Communicating geographical information	Geographical tools: Maps, Fieldwork, Graphs and statistics, Spatial technologies, Visual representations
Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and culture; Asia and Australia's engagement with Asia; Sustainability	General capabilities: Critical and creative thinking; Information and communication technology capability; Intercultural understanding; Literacy; Numeracy
<p>NSW syllabus content dot point</p> <p>International migration</p> <ul style="list-style-type: none"> • Investigate the reasons for and effects of international migration to Australia, for example: (ACHGK058) <ul style="list-style-type: none"> – analysis of international migration patterns – explanation of where and why international migrants settle within Australia – examination of characteristics and spatial patterns of Australia's cultural diversity 	<p>Outcomes</p> <p>A student:</p> <ul style="list-style-type: none"> > explains processes and influences that form and transform places and environments (GE5-2) > analyses the effect of interactions and connections between people, places and environments (GE5-3) > assesses management strategies for places and environments for their sustainability (GE5-5) > acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry (GE5-7) > communicates geographical information to a range of audiences using a variety of strategies (GE5-8)

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.

ADVICE TO TEACHERS	Comments
<p>Navigating the text</p> <ul style="list-style-type: none"> The content covered in each section of this chapter (and the order in which it is sequenced) closely follows the Geography 7–10 syllabus released by the Board of Studies, Teaching and Educational Standards NSW in 2016. By using this chapter as the basis of your teaching program, you can be assured that you are meeting all of the requirements of the NSW syllabus for the Australian Curriculum: Geography 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 understandings about concepts and generalisations. Every 2- or 4-page unit in this chapter is accompanied by a Review 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; Investigate and create. Answers are provided on the Teacher <u>obook</u>. <p>Checkpoint</p> <ul style="list-style-type: none"> An easy way to regularly monitor your students' understanding of key content dot points is to use the Checkpoint 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 Checkpoint questions link 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. <p>Worksheets</p> <p>This chapter is supported by a series of skills, activity and video worksheets. Worksheets and suggested solutions can be found in the Teacher <u>obook</u>.</p> <p>Interactive modules, videos and weblinks</p> <p>This chapter is supported by a series of interactive learning modules, BBC videos and weblinks. Videos are further extended by video worksheets.</p> <p>Flashcard glossary</p> <p>This chapter is supported by an interactive flashcard glossary you can find in the <u>obook</u>. 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.</p> <p>Assess</p> <p>Each chapter of the <i>Insight Geography Stage 5</i> student text includes auto-marking multiple choice quizzes. Questions are graduated in difficulty so teachers can assign as appropriate to students:</p> <ul style="list-style-type: none"> Support (foundation) Consolidate (standard) Extend (advanced) <p>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.</p> <p>Results</p> <p>Student results can be monitored and graphed, or exported to Excel for incorporation into an LMS.</p>	

LESSON 1				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
International migration to Australia (ACHGK058)	<ul style="list-style-type: none"> analyse international migration patterns explain where and why international migrants settle within Australia examine characteristics and spatial patterns of Australia's cultural diversity <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing Interconnection: 	<p>GETTING STARTED</p> <p>The issue of how international migration changed Australia has the potential to be contentious. Awareness of the diversity of backgrounds of the students in your class, the area in which the school is located, and the past experiences of members of the class will all have an influence on the discussion of this issue. A balanced, respectful and well-reasoned approach to this topic should be encouraged.</p> <p>TEACHING STRATEGIES</p> <p>The Snowy Mountains Scheme can be explored through an ABC Splash video and associated teacher notes and student activities (see Resources column for a weblink).</p> <p>FOR YOUR INFORMATION</p> <p>The most up-to-date statistics about Australia's population by country of birth can be found at the Australian Bureau of Statistics website (see Resources column for a weblink).</p> <p>ADJUSTMENTS</p> <p>For less able students: Applying the PQE method to Question 4 of Review 4.2.1 to all of the countries of origin may be overwhelming. Students may wish to just focus on five countries and use arrows to show the direction of movement from the country of origin to Australia.</p> <p>For more able students: Question 4 of Review 4.2.1 could be extended by adding flow map data, such as the number of migrants from particular countries, to the map.</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.1 Student worksheet 4.2.1: Where are Australia's migrants from? <p><u>Videos</u></p> <ul style="list-style-type: none"> ABC Splash Snowy Mountains Scheme Includes a video, student activities and teacher information. http://splash.abc.net.au/media/-/m/102912 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Impact of migration on the original Indigenous Australians A discussion of the impact of migration on the original Indigenous population – to assist with the response to Question 5 of Review 4.2.1 http://www.skwirk.com/p-c_s-56_u-426_t-1075_c-4149/WA/10/Impact-of-European-settlement-on-Indigenous-people/_tb-v 	

	<p>consequences of migration patterns on the location of origin and destination</p> <ul style="list-style-type: none"> • Change: the consequences of urbanisation <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072) • Acquiring geographical information: collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) 		<ul style="list-style-type: none"> • The Snowy Mountains Scheme Summary of the scheme and the workers http://www.migrationheritage.nsw.gov.au/exhibition/newaustralia/building-the-snowy/ • ABS country of birth Latest population statistics from the Australian Bureau of Statistics website http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/3412.0Chapter12011-12%20and%202012-13 <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Review 4.2.1 Answers • Skills worksheet 4.2.1 Answers • Student worksheet 4.2.1 Answers • Chapter 4 Flashcard Glossary 	
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	<ul style="list-style-type: none"> • Processing geographical information: evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074) • Processing geographical information: represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074) • Processing geographical information: represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075) • Processing geographical information: evaluate multi- 			
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	<p>variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)</p> <ul style="list-style-type: none"> • Processing geographical information: apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077) • Communicating geographical information: present findings, 			
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	<p>arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)</p> <ul style="list-style-type: none"> • Communicating geographical information: reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080) 			
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	<p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Ethical understanding • Information and communication technology and capability • Intercultural understanding • Literacy • Numeracy • Personal and social capability 			
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LESSON 2				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Moving for safety (ACHGK058)	<ul style="list-style-type: none"> analyse international migration patterns explain where and why international migrants settle within Australia examine characteristics and spatial patterns of Australia's cultural diversity <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing Space: conflicts 	<p>TEACHING STRATEGIES</p> <p>The issue of refugees and Australia has the potential to be contentious. As a Geography teacher it is important to provide balanced and well-reasoned views when teaching about issues such as these. It is also important to inform the students that as Australians we have freedom of speech and can voice our opinions, but should avoid culturally insensitive and ill-informed comments.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Ahmad's journey</p> <p>The journey taken by Afghan refugee Ahmad Akbar involved a significant amount of travel. This activity traces the path that Ahmad took using Google Earth to produce a recorded tour of his journey and the events that occurred at each place. This activity should take approximately 30 minutes depending on prior experience with Google Earth.</p> <p>If students wish to retain a copy of their tour and any locations that they visit on Google Earth, it is recommended that they sign in with a Google account.</p> <p>First, students need to locate the seven locations that Ahmad went to (shown in Source 4.31 and explained in the text) using the following steps:</p> <p>Type the name of the first location, Sarcasma, into the 'Search' box on the sidebar. Then click on the 'Copy the current search to my places' (folder with an arrow on the sidebar) and the Sarcasma location will be saved in the 'Places' section of the side bar. Also, add a 'Place mark' (the yellow push pin icon) to the location and write the 'Name' as Sarcasma. Also include a short description of what occurred there; for example, 'Ahmad's village was attacked by the Taliban. Many lives were lost. Ahmad decided to get out of Afghanistan with his son.'</p> <p>Repeat this process for the places Ahmad went to before being repatriated back to Afghanistan.</p> <p>Now, students use the 'Add path' tool to measure the distance travelled. This will be done by clicking on each of the locations and having the 'Measurement' tab clicked on the information box that pops up when they begin tracing the path. This will give the distance and direction information that could be added to the description.</p>	<p><u>Textbook</u></p> <p><i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u></p> <p><i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.2 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Who is a refugee? Government fact sheet that provides definitions of displaced people and Australia's programs https://www.immi.gov.au/media/fact-sheets/60refugee.htm Refugee global statistics A range of data tables providing statistics about refugees from the Refugee Council of Australia http://www.refugeecouncil.org.au/r/sat-int.php Refugees to Australia statistics A range of statistics about refugees and Australia http://www.refugeeweek.org.au/resources/stats.php <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.2.2 Answers Skills worksheet 4.2.2 Answers 	

	<p>arising from competing uses of space for agricultural, urban, recreational and industrial land uses</p> <ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Interconnection: the economic, social and environmental factors influencing spatial variations in global human wellbeing <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) • Processing geographical information: apply geographical 	<p>The next step is to record the tour. Start at Sarcasma by clicking on the 'My places' section of the sidebar. Click on the 'Record a tour' icon on the top toolbar – this will start the recording of any movements on Google Earth. Google Earth will fly to this location, zoom in and click on the 'Place mark' to reveal the information about the location. Then click on the next location, repeating the process until all of the places Ahmad went to have been visited. Then pause the recording. You will be given the option of saving the recording. Name the tour as 'Ahmad's journey' and it will be saved in the 'Places' section of the sidebar.</p> <p>An additional option is to click on the microphone symbol next to the recording button for the 'Record a tour' option. Students could record a commentary as they visit each place instead of writing a description on the 'Place mark'. This would need to be done in a quiet area or possibly with a microphone headset to reduce background noise.</p>	<ul style="list-style-type: none"> • Chapter 4 Flashcard Glossary 	
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	<p>concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)</p> <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Spatial technologies • Visual representations <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy • Numeracy 			
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LESSON 3				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
<p>The changing face of Australia (ACHGK058)</p>	<ul style="list-style-type: none"> analyse international migration patterns explain where and why international migrants settle within Australia examine characteristics and spatial patterns of Australia's cultural diversity <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing Space: conflicts 	<p>TEACHING STRATEGIES There are various interactive infographics that explore migration to Australia (see Resources column for the weblinks). These infographics could be used during the exploration of the changing face of Australia to show the changes that have occurred and other statistical information.</p> <p>FOR YOUR INFORMATION Most immigration to Australia is through the correct processes or as asylum seekers who are refugees and have a right to enter a country for the purposes of seeking asylum. In 2013 it was estimated that 62 700 people were unlawfully living in Australia.</p> <p>ADJUSTMENTS For less able students: Question 8 of Review 4.2.3 can be evaluated purely based on the individual student's opinion. The change over the next 50 years will be very subjective, so the less able student can just make a comment based on what they believe the situation will be like. Support with evidence is not necessary. For more able students: Question 8 of Review 4.2.3 should be evaluated based on current world trends, projected population increases in certain regions and also the potential of war, famine, climate change, etc. to become major factors leading to migration in the next 50 years.</p> <p>ADDITIONAL ACTIVITIES Worksheet 4.2.3: The face of your suburb A worksheet that allows students to explore their own suburb through the use and analysis of Australian Bureau of Statistics data. The task should take about 40 minutes. Access to an electronic device and the Internet will be required. If this is not available, the data can be printed from the ABS website and the task can be completed on paper.</p> <p>The birthplace of Australians ABC Splash has produced an interactive webpage called 'Choose your own statistics' (see Resources column for a weblink). The 'Country of</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.3 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> ABC Splash statistics game The statistics game is to be used with the additional activity. http://splash.abc.net.au/statistics-game/#/ Immigration fact sheets Fact sheets exploring the issue from the Department of Immigration and Border Protection http://www.immi.gov.au/About/Pages/media/fact-sheets.aspx <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> Review 4.2.3 Answers Skills worksheet 4.2.3 Answers Chapter 4 Flashcard Glossary 	

	<p>arising from competing uses of space for agricultural, urban, recreational and industrial land uses</p> <ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Interconnection: the economic, social and environmental factors influencing spatial variations in global human wellbeing <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) • Processing geographical information: represent multi- 	<p>birth' section looks at where Australian residents were born and how migration has changed over time. The statistics on this website can be adjusted to examine particular years, ethnic backgrounds, destination of migrants, and even gender. There are many opportunities to use this website for a variety of activities – below are some suggested activities that can be completed using this interactive website. The activities could take anywhere between a few minutes, up to an entire lesson.</p> <p>Example 1: Click on the 'Where were Australians born?' tab. Select the Year 2006, destination Australia, gender all, then click on Asia on the map. Explore the various countries of Asia, record the statistics and produce a column graph of the information.</p> <p>Example 2: Click on the 'Where were Australians born?' tab. Select the Year 1901, destination your state, gender all, then explore the continents on the map. Produce a flow map on an outline map of the world to show the country of birth of people migrating to your state in 1901.</p> <p>Example 3: Click on the 'Where were Australians born?' tab. Select the Year 2006, destination Australia, gender male, then click on Europe on the map. Choose five countries and record the data of the males' country of birth in Australia. Then repeat the process with the gender female chosen. Compare the data – how do you account for the differences and similarities in the gender?</p> <p>Example 4: Click on the 'How has migration changed over time?' tab. Select the following countries of birth: Ireland, Scotland, China and India. Make a comment about the trend in the migration from these selected countries.</p> <p>Example 5: Click on the 'How has migration changed over time?' tab. Select the following countries of birth: Italy, Greece, Iraq and Vietnam. What influence has war had on the migration to Australia from these selected countries?</p>		
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	<p>variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)</p> <ul style="list-style-type: none"> • Processing geographical information: evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076) • Processing geographical information: apply geographical concepts to synthesise information from various sources and draw 			
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	<p>conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)</p> <ul style="list-style-type: none"> • Communicating geographical information: present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079) <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Fieldwork • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p>			
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	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy • Numeracy 			
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LESSON 4				
Learn about:	Learn to:	Teaching and learning	Resources	Registration and comments
Migrant communities in Australian cities (ACHGK058)	<ul style="list-style-type: none"> analyse international migration patterns explain where and why international migrants settle within Australia examine characteristics and spatial patterns of Australia's cultural diversity <p><u>Geographical concepts</u></p> <ul style="list-style-type: none"> Place: the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community Space: location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing Space: conflicts 	<p>TEACHING STRATEGIES If you have the option of projecting the <u>obook</u> on a screen or whiteboard, the differences in the colours used on the choropleth map will become more obvious.</p> <p>FOR YOUR INFORMATION Some well-known Australians of Chinese background are: heart surgeon Dr Victor Chang, the Wiggle's Jeff Fatt, writer and director Sam Pang, and table tennis player Miao Miao.</p> <p>ADJUSTMENTS For less able students: The analysis of Question 3 of Review 4.2.4 could be quite complex. To narrow the scale, the less able student could just focus on the region from Hurstville to Voyager Point. This region provides enough variation to be able to apply the PQE method, but reduces the scale and complexity of the task. For more able students: The analysis of Question 3 of Review 4.2.4 could also involve the use of Google Earth to examine some of the exceptions to the pattern; for example, the region west of Hurstville where 'none is the category of people of Chinese ancestry' is a large parkland and not a residential area. Other exceptions are related to commercial and industrial zones, therefore these are not places of residence.</p> <p>ADDITIONAL ACTIVITIES Hurstville virtual streetscape A virtual drive along a typical shopping strip in Hurstville will provide the students with a true sense of the influence the Chinese community has had in this Sydney suburb. This activity will take approximately 30 minutes to complete and will require access to either Google Maps or Google Earth. Instruct the students to find the address 322 Forest Rd, Hurstville, New South Wales by using the search option in Google Maps. Go into streetview at this location – they should be on the corner of Forest Rd and Woodville St opposite a 'Men's Hair Cut' salon. This is the starting point.</p>	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer's toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u></p> <ul style="list-style-type: none"> Skills worksheet 4.2.4 <p><u>Weblinks</u></p> <ul style="list-style-type: none"> Chinese immigration to Australia Looks at the origins of and changes in Chinese migration to Australia. http://andrewhong.net/2006/09/27/chinese-immigration-in-australia/ Hurstville's changing face A newspaper article that examines the changing face of Hurstville http://www.smh.com.au/nsw/changing-face-of-a-suburb-20120804-23mb4.html Four different views of Sydney's suburbs Different opinions of the issue 'Is Sydney a city of enclaves?' http://www.smh.com.au/federal-politics/the-question/is-sydney-a-city-of-enclaves-20111111-1nb68.html <p><u>Other teacher resources</u></p>	

	<p>arising from competing uses of space for agricultural, urban, recreational and industrial land uses</p> <ul style="list-style-type: none"> • Interconnection: consequences of migration patterns on the location of origin and destination • Interconnection: the economic, social and environmental factors influencing spatial variations in global human wellbeing <p><u>Geographical inquiry skills</u></p> <ul style="list-style-type: none"> • Acquiring geographical information: develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072) • Acquiring geographical information: collect, select, record and 	<p>The task is to create an annotated sketch map of the streetscape from 322 Forest Rd, Hurstville (the men's hairdresser) to 300 Forest Rd, Hurstville (J Image Hair Designs). A streetscape map is a bird's-eye view diagram of the particular street. The different shops will be represented by rectangles and should be annotated depending on the type of business. The footpath and the road also need to be included on the streetscape. The various permanent features, such as trees, signs, bins, table, chairs, etc. also need to be included. These features are represented by symbols that will be in the legend of the map. The scale can be included by using the ruler tool in Google Earth to measure the distance. The orientation can be included by using the north arrow provided on Google Earth.</p> <p>Students will need to zoom in and out to read the signs on the shops to determine what type of shop it is. The shops that include Chinese writing on the signage could be coloured in one colour and the shops without Chinese writing on the sign could be coloured in another colour.</p> <p>After the streetscape sketch map has been completed, including BOLTSS, the class could discuss the pros and cons of having signs written in both English and Chinese.</p>	<ul style="list-style-type: none"> • Review 4.2.4 Answers • Skills worksheet 4.2.4 Answers • Chapter 4 Flashcard Glossary 	
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	<p>organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073)</p> <ul style="list-style-type: none"> • Processing geographical information: represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074) • Processing geographical information: represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075) • Processing geographical information: 			
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	<p>evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)</p> <ul style="list-style-type: none"> • Processing geographical information: apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077) • Processing geographical information: identify 			
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	<p>how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)</p> <ul style="list-style-type: none"> • Communicating geographical information: present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079) <p><u>Geographical tools</u></p> <ul style="list-style-type: none"> • Maps • Graphs and statistics • Visual representations <p><u>Cross-curriculum priorities</u></p>			
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	<ul style="list-style-type: none"> • Asia and Australia's engagement with Asia <p><u>General capabilities</u></p> <ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy • Numeracy 			
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CHECKPOINT 4.2	Teaching and learning	Resources	Registration and comments
<p>How does international migration impact on the concentration of people into urban places?</p> <p>Investigate the reasons for and effects of international migration to Australia (ACHGK058)</p> <p>For example:</p> <ul style="list-style-type: none"> – analysis of international migration patterns – explanation of where and why international migrants settle within Australia – examination of characteristics and spatial patterns of Australia’s cultural diversity 	<ul style="list-style-type: none"> • The Checkpoint questions appear at the end of every section. They are linked to a content dot point in the NSW Geography syllabus and are designed to help you identify areas of weakness in student understanding. They can be used flexibly – completed orally in class (to support formative assessment) or set as written tests (to support summative assessment). • Rich Tasks appear at the end of every section. They are open-ended inquiry-based tasks that often include a Skill drill. <p>TEACHING STRATEGIES: CHECKPOINT</p> <ul style="list-style-type: none"> • This Checkpoint activity can be used in a number of different ways to assess student understanding and diagnose areas of weakness for further development. Each of the questions in the Checkpoint is linked specifically to a content dot point taken from the 7–10 Geography syllabus in order to help you identify gaps in student understanding. • The activities can be completed in class or as homework. For example, you may like to: <ul style="list-style-type: none"> – involve the class in a group discussion, calling on different students to answer the questions. Assess students informally and assign a worksheet based on this. – set the questions as a written in-class test (either as an open-book test or under exam conditions) and assign marks or have students peer-mark the responses. <p>TEACHING STRATEGIES: RICH TASKS</p> <ul style="list-style-type: none"> • The Rich Tasks in this section are designed to engage students and encourage them to focus on a particular geographical skill as they work through a more complex task or problem. Rich Tasks such as these involve both process and product, meaning that the thought process and skills involved in completing the task are as important as the outcome. • In this Rich Task, students are being asked to focus on developing the geographical skill of reading thematic maps. 	<p><u>Textbook</u> <i>Oxford Insight Geography Stage 5: Changing places</i> (pp. 122–189); The geographer’s toolkit (pp. 2–37) will also be invaluable throughout the course.</p> <p><u>Atlas</u> <i>Oxford Atlas for Australian Schools</i> (pp. 94–113) or another suitable school atlas will be invaluable throughout this section of the course.</p> <p><u>Worksheets</u> Each Checkpoint is supported by a set of three worksheets available on the Teacher <u>obook</u>. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class.</p> <p><u>Other teacher resources</u></p> <ul style="list-style-type: none"> • Checkpoint 4.2 Answers • Rich Task 4.2 Answers • Checkpoint worksheet Answers • <u>assess</u>: multiple choice quizzes • Chapter 4 Flashcard Glossary 	

	<ul style="list-style-type: none"> • For more information on this skill refer to 'The geographer's toolkit'. <p>ADJUSTMENT</p> <ul style="list-style-type: none"> • Each Checkpoint is supported by a set of three worksheets available on the Teacher <u>o</u>book. These worksheets are graded to support, consolidate and extend students of different abilities and personalise learning in your class. • Like Checkpoint questions, student worksheets are linked to content dot points and skills from the syllabus with the goal of providing tailored support to ensure better results. • Depending on the level to which each student is able to complete these activities, one of three graded Checkpoints student worksheets can be assigned to support, consolidate or extend individual students and personalise learning in your class. These worksheets are as part of the Teacher <u>o</u>book. <p>Assigning the appropriate Checkpoint student worksheet:</p> <ul style="list-style-type: none"> • Students who score less than 50% should be directed to complete the Support worksheet for this section: a worksheet designed to support students' understanding and help bring them up to the expected level. • Students who score between 50% and 75% should be directed to complete the Consolidate worksheet for this section: a worksheet designed to consolidate the understanding of students. • Students who score more than 75% should be directed to complete the Extend worksheet for this section: a worksheet designed to extend the understanding of students. • Students can now complete the online multiple choice quiz for Section 4.2 on their <u>o</u>book. There are three tests available: support, consolidate, extend. The tests give students instant results. 		
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Contents*

- Teaching programs for each chapter
- Student book questions and answers for each chapter
- Black line masters
- 3 checkpoint worksheets (1 support, 1 consolidate, 1 extend) for each topic, plus answers
- Class tests and answers for each chapter
- Flashcard glossaries for each chapter
- Multiple interactives per chapter
- Skills worksheets and answers for most topics
- A statistics database for countries all over the world
- Multiple videos per chapter
- Video worksheets and answers
- Weblinks to external content

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