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Sample course outline

Geography – General Year 11

Semester 1 – Unit 1 – Geography of environments at risk

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</thead>
</table>
| 1–4  | **Geographical skills – Mapping skills**  
• Identify and interpret a variety of topographic maps at different scales  
• Interpret marginal information on maps  
• Grid coordinates  
• Compass directions (8 points) and bearings  
• Scale  
• Calculate distance and area  
• Interpret relief on a map using contours and height information (spot heights)  
• Interpret, construct and annotate cross sections  
• Identify and interpret natural and cultural features  
• Describe site and situation  
• Identify different landform features, vegetation cover and hydrological features  
• Simple annotated sketch maps  
• Identify, describe and interpret spatial patterns, including land use, settlement and transport  
• Identify and describe spatial relationships between natural and cultural features  
  **Task 1:** A practical skills test based on Geographical skills/Mapping skills |
| 5–6  | **Overview of Geography of environments at risks**  
• What is geography?  
• Define the concepts of environment, biome and ecosystems  
• Classify the biotic and abiotic elements of environments, biomes and ecosystems  
• Define terms such as biodiversity, food chain, food web, biomass, trophic levels, pyramids of numbers, pyramids of energy, flows of matter and energy  
• Distinguish between the natural and cultural features of environments  
• Define the concept of sustainability |
| 7–8  | **Depth study: The coastal environment (an environment at risk)**  
• Geographical inquiry skills  
• Classify the biotic and abiotic elements of the coastal environment  
• Location and distribution of the coastal environment  
• Characteristics of the following elements of the coastal environment:  
  ▪ climate, including temperature and rainfall  
  ▪ soils and landforms, including soil structure and topography  
  ▪ flora and fauna, including dominant species and community structures  
• The interactions between the flora and fauna of the coastal environment, including the following ecosystem concepts:  
  ▪ biodiversity  
  ▪ food chain  
  ▪ food web  
  ▪ biomass  
  ▪ trophic levels  
  ▪ pyramids of numbers  
  ▪ pyramids of energy  
  ▪ flows of matter and energy  
  **Task 2:** A series of short response questions based on the key concepts from the Unit 1 overview |
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| 9–10 | • Interrelationships between biotic and abiotic elements of the coastal environment  
      • Describe human activity and land use impacts upon patterns and processes within the coastal environment  
      • Identify the cultural landscapes associated with the coastal environment  
      **Task 3:** A Geographical inquiry (including actual and virtual fieldwork) based on the sustainability of coastal environments |
| 11–14 | • Identify the economic, political and social factors that impact upon decisions about sustainability of the coastal environment  
      • Identify the different values and viewpoints (environmental, economic and social) that shape the human use of the coastal environment  
      • Benefits of implementing sustainable practices within the coastal environment  
      • The extent to which current land use practices are sustainable within a coastal environment  
      • Measures by which humans are caring for the coastal environment: and the extent to which these measures have been successful  
      **Task 4:** Investigate Perth’s northern beaches as a case study of a coastal environment  
      Part A: Fieldwork/practical skills – collecting and interpreting primary information and/or data and using Geographical inquiry skills  
      Part B: A test based on the fieldwork and class work on the coastal environment including Perth’s northern beaches |
| 15   | Revision            |
| 16   | **Task 5:** A series of short response questions based on a sampling of the content from Unit 1 |
**Semester 2 – Unit 2 – Geography of people and places**

<table>
<thead>
<tr>
<th>Week</th>
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</table>
| 1–2  | **Overview – Geography of people and places**  
|      | • Define the concept of a region  
|      | • The natural and cultural features of regions  
|      | • The four natural spheres of regions:  
|      |   ▪ lithosphere  
|      |   ▪ atmosphere  
|      |   ▪ hydrosphere  
|      |   ▪ biosphere  
|      | • The three types of cultural features of regions (land use, settlement, transport)  
|      | • How regions can change over time  
|      | • Define the concept of sustainability  
|      | • Factors that impact upon the implementation of sustainable practices |
| 3–4  | **Geographical skills – Mapping skills**  
|      | • Identify and interpret a variety of topographic maps at different scales  
|      | • Interpret marginal information on maps  
|      | • Grid coordinates  
|      | • Compass directions (8 points) and bearings  
|      | • Scale  
|      | • Calculate distance and area  
|      | • Interpret relief on a map using contours and height information (spot heights)  
|      | • Interpret, construct and annotate cross sections  
|      | • Identify and interpret natural and cultural features  
|      | • Describe site and situation  
|      | • Identify different landform features, vegetation cover and hydrological features  
|      | • Simple annotated sketch maps  
|      | • Identify, describe and interpret spatial patterns, including land use, settlement and transport  
|      | • Identify and describe spatial relationships between natural and cultural features  
|      | **Task 6**: A practical skills test based on Geographical skills/Mapping skills |
| 5–7  | **Depth study: A country town – Collie**  
|      | • Geographical inquiry skills  
|      | • The location of, and spatial variation within, Collie  
|      | • Characteristics of the natural environment of Collie, including:  
|      |   ▪ topography and variations in the topography  
|      |   ▪ weather and climatic characteristics and factors that characterise weather and climate  
|      |   ▪ vegetation and factors affecting the vegetation patterns  
|      |   ▪ soil characteristics and patterns of soil distribution  
|      | • The associations between the natural attributes of the environment in Collie, such as climate, soil type, vegetation, topography  
|      | • Changing patterns of the natural environments of Collie over time, such as changes in soil fertility, climatic variations, changes in topography as a result of fluvial action  
| 8–10 | • Characteristics of the cultural environment of Collie, including the:  
|      |   ▪ spatial characteristics and pattern of settlement  
|      |   ▪ demographic characteristics  
|      |   ▪ land use characteristics, including form, function and land use distribution  
|      | • Characteristics and associations of the cultural environment of Collie, including the:  
|      |   ▪ variations in the land use  
|      |   ▪ variations in settlement patterns and population distribution  
|      |   ▪ variations in transport systems and networks and flows of people and services  
<p>|      |   ▪ demographic characteristics of the population |</p>
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<th>Week</th>
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<tr>
<td></td>
<td>• The association between the cultural attributes of the environment of Collie, such as topography and settlement, climate and agriculture, soils and agriculture, topography and transport</td>
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<tr>
<td></td>
<td>• Changing patterns of the cultural environment of Collie over time, such as changes in settlement patterns, changes in agricultural patterns as a result of climate change</td>
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<td>Task 7:</td>
<td>A series of short response questions based on the following content:</td>
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<tr>
<td></td>
<td>• the characteristics of the natural and cultural environment of Collie and the association between them</td>
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<tr>
<td></td>
<td>• the changing patterns of the cultural environment of Collie over time</td>
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<tr>
<td>11–14</td>
<td>• The potential of Collie to attract increased numbers of people for tourism and/or employment</td>
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<td></td>
<td>• A geographic issue (coal mining) pertinent to the sustainable development of Collie</td>
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<td></td>
<td>• The stakeholders within Collie who would be potentially affected by coal mining</td>
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<td>• The views and attitudes of these stakeholders towards coal mining</td>
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<td></td>
<td>• The extent to which the various responses to coal mining in Collie are likely to lead to sustainable management practices</td>
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<tr>
<td></td>
<td>• The impact that increased flows of people for tourism and/or employment may have on sustainable management practices in Collie</td>
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<tr>
<td>Task 8:</td>
<td>A Geographical inquiry (including actual and virtual fieldwork) based on a geographic issue related to the sustainable development of cultural and/or physical resources within Collie</td>
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<td>15</td>
<td>Revision</td>
</tr>
<tr>
<td>16</td>
<td>Task 9: A test based on a sample of the content from Unit 2 with a focus on the depth study and the fieldwork completed in Task 8</td>
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