

Wet Rocks Australian Curriculum links Geography Learning Area \_All

NB These links will be revised and updated when the final Australian Curriculum Geography is released in the last quarter of 2012

		Year 7 Content description	Year 8 Content description	Year 9 Content description	Year 10 Content description
<b>Geographical understanding</b>	<b>Unit 1</b>	<p>Environmental Resources</p> <p>Water is a resource that links places together as it moves through the water cycle</p> <p>The distribution, availability and uses of fresh water vary throughout the world</p> <p>Water is a difficult resource to manage because it moves through the environment, is an essential but shared resource, has competing uses and is highly variable over space and time</p> <p>Aboriginal Peoples and Torres Strait Islander Peoples have contributed to the knowledge about water resource management within Australia</p> <p>There are several strategies for increasing water supply and reducing water use, such as dams, desalination, charging higher prices, aquifer recharge and storage, recycling, changing the uses of water, and trade in virtual water</p>	<p>Landscapes</p> <p>There are a variety of landscapes throughout the world, which are produced by geomorphic, biotic and cultural processes over time</p> <p>Landscapes have aesthetic, emotional, spiritual and economic value</p> <p>The management and care of landscapes can occur at local, national or international scales</p> <p>There are a range of approaches to custodial responsibilities and land management practices which are used by Aboriginal and Torres Strait Islander communities.</p>	<p>Biomes and food security</p> <p>Competing land uses can influence the amount of productive land available to support future food production through degradation and desertification</p> <p>The capacity of the world's environments to sustainably feed the projected future population is contestable</p>	<p>Environmental challenges and geography</p> <p>Environmental challenges of the future have environmental, economic and social consequences</p> <p>Biophysical processes result in selected environmental challenges</p> <p>There are underlying demographic, economic, technological, social and political causes of the selected environmental challenges</p>
	<b>Unit 2</b>				<p>Global well-being</p> <p>There are interrelationships between human well-being and conflict</p> <p>There are significant spatial variations in human well-being within nations, at both regional and local scales</p>

**Content Descriptions**

**Unit 1: The changing biophysical cover of the earth**

This unit focuses on the changing biophysical cover of the earth's surface. Changes in this land cover are produced by processes such as deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, urbanisation, land drainage, irrigation, land reclamation, ice sheet retreat and mining. Students will also examine the ways people seek to reverse the negative effects of land cover change through rural and urban environmental programs.

The unit provides a way of integrating aspects of physical and environmental geography around the study of the processes changing the face of the earth. In the past, these processes altered climates and hydrology, and damaged ecosystem services, biodiversity and soils, at a local or regional scale, but they are now sufficiently extensive to influence global climate change and global biogeochemical cycles. The unit will give students a comprehensive and integrated understanding of these processes, and their local and global environmental consequences. The study of land cover change will also develop students' understanding of geographical inquiry methods tools and skills, because it requires a spatially explicit treatment of human–environment relationships, using geospatial technologies and systems analysis.

**The effects of land cover change**

- The effects of land cover changes on local and regional environments. These effects include soil erosion and degradation, nutrient inputs, changes to the water cycle, degraded water quality, loss of biodiversity and habitat, loss of ecosystem services, changes in regional climates caused by changes in surface radiation and water balances, urban heat islands, increased ability to feed people, and allowing economic development to occur.

## **Content Descriptions**

### **Unit 2: Sustaining Places**

#### **Unit Description**

This unit focuses on the economic, social and environmental sustainability of places. All places are subject to changes produced by economic, demographic, social, political and environmental processes, but the outcomes of these processes in each place depends on local responses and adaptations. Sustainable places are those best able to adapt to change.

This unit deals with the challenges faced by places, including population growth and decline, unemployment and labour shortages, economic restructuring, loss of jobs, deficiencies in transportation infrastructure, inadequate health and education services, and liveability. In metropolitan and regional cities the challenges may also include urban sprawl, car dependency, environmental degradation, abandoned land, and deficiencies in urban planning and management. In regional and rural places the challenges may include lack of employment for young people, poor transportation connections to major centres, closure of a major industry, the effects of climate change on agriculture, and isolation and remoteness. Students will examine how governments, planners, communities and individuals attempt to manage these challenges and ensure the sustainability of places. They will also investigate the ways that geographical knowledge and skills can be applied to these challenges.

Students will select ONE of two contexts to study these challenges:

- Metropolitan and regional centres
- Regional centres and rural places

In both contexts case studies and comparisons should be drawn from Australia, at least one developed country, and at least one developing country.

- An in-depth study of ONE of the following challenges:
  - housing
  - transportation
  - employment
  - water supply and energy use.

The in-depth study should evaluate both the use of geographical knowledge and skills to analyse the challenge and develop responses to it, and the planning and other strategies that could be adopted to manage the challenge. Each challenge should be examined for its environmental, social and economic dimensions. Case studies should include examples of cities that have successfully met the challenge.

## Content Descriptions

### Unit 3 Environmental Risk Management

#### Unit Description

This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to the environment whilst benefitting from the economic activity. On the one hand, the use of natural resources such as timber, mineral deposits, fish, freshwater and soils may place environments at risk; on the other, environmental hazards are potential sources of harm to human life, health, income and possessions and may affect people's built structures or aspects of the biophysical environment. Environmental risks threaten the sustainability of place, space and environments at a variety of scales.

Building on their existing geographical knowledge and understandings, students examine environments placed at risk through the use of natural resources and a number of types of environmental hazards: atmospheric hazards such as tornadoes, frosts and droughts; hydrological hazards such as flooding, wave set up and glacial surges; geomorphic hazards such as earthquakes, volcanoes and landslides; and ecological hazards such as epidemics, overgrazing, plant invasions and bushfires.

Students practice a refined application of geographical inquiry and skills, including fieldwork methodologies. Geospatial technologies are used to model, assess and forecast risk.

This unit requires an in-depth study of one environmental risk from each of the following categories, identifying the biophysical factors that underpin the chosen environmental risk and explaining the risk management strategies:

1. An environment placed at risk as a result of the use of a natural resource
2. An environmental hazard

Risk management, in this context, involves a number of policies and procedures, and practices focused on monitoring, identifying, analysing, evaluating and acting to reduce risk.

Examine, in depth, one environment placed at risk as a result of the use of a natural resource and one environmental hazard:

- Identify the risks

- Assess the risks, in terms of a set of criteria, an examination of the elements of the risk, identifying who or what is vulnerable and estimating the degree of risk

- Treat the risk, through preparations for a hazardous event, prevention of an event or disaster, response to the event, disaster or environment placed at risk, and recovery from the event, disaster or impact of resource use

- Understanding risk

- Identifying risk

- Explaining risk

- Comparing and managing risk

## **Content Descriptions**

### **Unit 4: A World in the Making**

This unit focuses on the widening, deepening and speeding up of global interconnections, enabling students to investigate a range of places and to consider how changes in connections affect specific localities and groups of people. This emerging world is examined through an awareness that people are progressively integrated into a global society through telecommunication technologies, flows of commodities and people, the decisions they make as consumers, ideas that are disseminated through media, and decisions that are made in locations both near and far.

This unit examines the complexities characteristic of this interconnected world. Paradoxically, as time and space is compressed, place appears to become ever more important. People and places compete for attention in this increasingly interconnected world. Particular places, for example nation states, remain powerful in the context of the circulation of global economic activities and certain places emerge as powerful centres of industry and innovation, such as 'Third Italy', 'Silicon Valley' in California, southern China and the City of London. At the same time many people are bypassed by these developments. There are vast spaces of disadvantage which are less well integrated into the apparently seamless global interconnections.

### **People**

- Explain why Aboriginal Peoples and Torres Strait Islander Peoples share concerns and celebrate differences with other First Nation People — for example, how Aboriginal Peoples' and Torres Strait Islander Peoples; share similar concerns with Saami People over resource extraction industries, tourism and media perceptions; or how Aboriginal Peoples share bush tucker resources with First Nation Peoples' in sub-Saharan Africa.