



# HUMANITIES AND SOCIAL SCIENCES – GEOGRAPHY

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## SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 5

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

### **Time allocation on which the outline is based**

Two hours of teaching per week.

### **History key concepts embedded**

- place
- space
- environment
- interconnection
- sustainability
- scale
- change

### **Prior knowledge**

In Year 4 Geography, students learned about the main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia; and about the importance of environments to animals and people.

### **Humanities and Social Science Skills**

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Across the year different skills are emphasised in Civics and Citizenship, Economics and Business, Geography and History:

- Questioning and Research (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**)

***Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.***

## Factors that shape the environmental characteristics of places

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1–4	<p>The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia</p> <p><b>Key concepts:</b> place, space, environment, interconnection</p>	<p>How do the environmental characteristics in North America compare to South America?</p> <p>Is there a spatial pattern between the location of climate and vegetation types?</p> <p>What is the interconnection between animals and vegetation?</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/locate and collect information (from an atlas)</p> <p><b>A</b> &gt; apply understandings and/or concepts</p> <p><b>E</b> &gt; draw and justify conclusions based on information (infer relationships, identify patterns, similarities and differences)</p> <p><b>C&amp;R</b> &gt; present findings (as a map and diagram)/use subject-specific terminology and concepts/reflect on learning</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ revise the meaning of the terms climate, natural vegetation, landforms, native animals (Year 4)</li> <li>○ revise the location of Africa and Europe on a world map in relation to Australia, and the location of their major countries (Year 4)</li> <li>○ the cartographic conventions of border, scale, legend, title and north point</li> <li>○ identify North America and South America on a world map in relation to Australia</li> <li>○ identify the major countries in North America and South America</li> </ul> <p><b>LA 1</b> Organise the class into groups to create annotated overlay maps for North America and South America.</p> <ul style="list-style-type: none"> <li>● base map: major countries and cities</li> <li>● overlay 1: major landforms</li> <li>● overlay 2: climate types, including a brief description of the characteristics of each climate type</li> <li>● overlay 3: vegetation types, including a brief description of the characteristics of each vegetation type</li> </ul> <p>Each group constructs a Venn diagram to show the similarities and differences between the two continents in terms of landforms, climate and vegetation.</p> <p><b>LA2</b> Discuss with the class the simple patterns in the relationship between the location of climate and vegetation types (spatial distribution).</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning (e.g. start a word wall of key Geography terms; make a concept map of the main characteristics of South America and North America; think, puzzle, share, compare on North and South America).</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
				<p><b>Suggested assessment</b> &gt; Students design a map of a zoo which only has animals from North America, South America and Australia. On their map they need to organise the animals according to the climatic and vegetation zones that are found in the animals natural habitats.</p> <p>Each student writes a few paragraphs identifying and describing the spatial distribution and simple patterns about the location of animals and vegetation types.</p>
5-6	<p>The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)</p> <p><b>Key concepts:</b> place, environment, change</p>	How do people alter the natural environment?	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/collect information (from fieldwork)/use a method to record information</p> <p><b>A</b> &gt; apply understandings and concepts</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ revise the idea of natural environment</li> <li>○ the different ways that people alter the environmental characteristics of Australian places (using specific examples)</li> </ul> <p><b>LA3</b> Student fieldwork activity to observe and record information about places and spaces around them that have been changed, (e.g. new buildings, developments, changes in land use).</p> <p><b>LA4</b> Students consider the positives and negatives of a new open range zoo being located at Chittering Valley for the natural environment. They then take a position to either support the development or to propose another location which would reduce the impact on the environmental characteristics of the area then write a paragraph justifying their decision.</p> <p><b>Reflection</b> &gt; use a revision activity to allow students to reflect on their learning, such as a 'see, think, wonder' worksheet.</p>

## Factors that shape the environmental characteristics of places

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			<p><b>C&amp;R</b> &gt; present findings in writing/use decision-making processes (identify advantages and disadvantages of different options)/use subject-specific terminology and concepts/reflect on learning</p>	
7	<p>Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places</p> <p><b>Key concepts:</b> place, space, environment, interconnection, change</p>	<p>How does the environment support and enrich human life?</p> <p>How does climate and landforms influence the way people use places?</p> <p>Why do people choose to live where they do?</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic</p> <p><b>A</b> &gt; apply understandings and concepts</p> <p><b>E</b> &gt; Draw and justify conclusions</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ revise the idea of natural environment</li> <li>○ revise the ideas of climate, landforms and vegetation</li> <li>○ the different ways that people alter the environmental characteristics of Australian places (using specific examples)</li> </ul> <p><b>LA5</b> Students create a map of Australia including:</p> <ul style="list-style-type: none"> <li>● landforms</li> <li>● vegetation</li> <li>● climate</li> <li>● settlements.</li> </ul> <p><b>LA6</b> Students look at maps of Australia’s population density and population distribution; compare them to the map showing the physical features and settlements; and then write an explanation about why people live where they do.</p> <p><b>Reflection</b> &gt; use a revision activity to allow students to reflect on their learning</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			<p><b>C&amp;R</b> &gt; present findings (as a map)/develop texts based on information collected (an explanation)/use subject-specific terminology and concepts/reflect on learning</p>	
8-10	<p>The impact of bushfires or floods on environments and communities, and how people can respond</p> <p><b>Key concepts:</b> place, environment, interconnection</p>	<p>How do bushfires impact on our environment and communities? What causes bushfires?</p> <p>What impact can a bushfire have on the environment and the community? What ways are there to prevent bushfires?</p> <p>How can the impact of bushfires on the environment and the community be reduced?</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/locate and collect information</p> <p><b>C&amp;R</b> &gt; present findings in writing/use subject-specific terminology and concepts/reflect on learning</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ the idea of a bushfire</li> <li>○ the different ways that people alter the environmental characteristics of Australian places (using specific examples)</li> </ul> <p><b>LA 7</b> Students explore how people can prepare for and manage a bushfire. Complete the 'Are we at risk' lesson activities at:  <a href="http://www.caphat.com.au/search/node/bushfires">http://www.caphat.com.au/search/node/bushfires</a></p> <p>Complete a KWL chart to establish students prior knowledge about bushfires View the video on bushfires in Australia at:  <a href="http://www.sciencekids.co.nz/videos/earth/bushfires.html">http://www.sciencekids.co.nz/videos/earth/bushfires.html</a></p> <p>Complete the bushfire interactive activity at:  <a href="http://www.cfa.vic.gov.au/kids-schools/secondary-schools/interactive/index.htm#/home">http://www.cfa.vic.gov.au/kids-schools/secondary-schools/interactive/index.htm#/home</a></p> <p><b>Suggested assessment</b> &gt; Students create a bushfire management plan as an information brochure for the local community.</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on the 'factors that shape the environmental characteristics of places'.</p>

## Resources

*Characteristics Of Places*-Lisa Craig (Ready-Ed Publications, 2013)

*Factors that shape the human and environmental characteristics of places* (R.I.C. Publications, 2014)

### Climate zones

[http://oceanservice.noaa.gov/education/pd/oceans\\_weather\\_climate/media/climate\\_zones.swf](http://oceanservice.noaa.gov/education/pd/oceans_weather_climate/media/climate_zones.swf)

<http://nationalgeographic.org/archive/xpeditions/activities/03/popup/climate.html>

### The effect of climate on vegetation?

<http://www.k5geosource.org/1content/1sc/climate/pg3.html>

### Maps of zoos

<http://animals.sandiegozoo.org/regions>

<http://animals.sandiegozoo.org/regions/south-america>

<http://animals.sandiegozoo.org/regions/north-america>

<http://www.zoolex.org/zoolexcgi/viewpicture.py?id=1113&pic=over>

### Animals that live in North America

<http://www.worldatlas.com/articles/what-animals-live-in-north-america.html>

<http://animals.about.com/od/animal-facts/ss/12-Important-Animals-of-North-America.htm#step1>

### Planning your local place-fieldwork and beyond

<http://www.geogspace.edu.au/core-units/years-5-6/exemplars/year-5/y5-exemplars-y5-illus2.html>

### Open range zoo proposal

<https://news.wa.gov.au/site-for-was-new-open-range-zoo-revealed/>

<http://www.perthnow.com.au/news/western-australia/premier-colin-barnett-to-announce-open-range-zoo-at-chittering-valley/news-story/08992f53f36da051ded05d1aaee93f3b>

<http://www.avonadvocate.com.au/story/4269487/mixed-reviews-for-planned-avon-zoo/>

### Australia's population and population density

[https://a.tiles.mapbox.com/v4/guardianaus.kiaoa43b/page.html?access\\_token=pk.eyJ1IjojZ3VhcmRpYW5hdXMiLCJhIjojoidXp3UFpTTSJ9.gRE4cwQj5wWSV50AFJsIOW#5/-36.102/143.438](https://a.tiles.mapbox.com/v4/guardianaus.kiaoa43b/page.html?access_token=pk.eyJ1IjojZ3VhcmRpYW5hdXMiLCJhIjojoidXp3UFpTTSJ9.gRE4cwQj5wWSV50AFJsIOW#5/-36.102/143.438)

<http://blog.id.com.au/2015/population/australian-demographic-trends/australian-population-grid-a-new-view-of-population-density/>

### Bushfires

<http://www.nova.org.au/bushfires>

<https://www.emergency.wa.gov.au/?gclid=CMLe89Ds0dACFYqUvQodvrUDQw#prepare>

<https://www.planning.wa.gov.au/7958.asp>

### Floods

French, J. *'Flood'* (2011) Scholastic Australia