



## HUMANITIES AND SOCIAL SCIENCES – GEOGRAPHY

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### SAMPLE TEACHING AND LEARNING OUTLINE

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YEAR 4

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

Two hours of teaching per week for 12 weeks

### **Geography key concepts embedded**

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

### **Prior knowledge**

In Year 3 Geography, students learned about the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations in the southern hemisphere, including Australia and its near neighbours.

### **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, Geography and History:

- Questioning and Researching (**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.***

## The Earth's environment sustains all life

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1-3	<p>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</p> <p><b>Key concepts:</b> place, space, environment</p>	<p>To locate the continents of Africa and Europe relative to Australia on a globe/map.</p> <p>What is the continent of Africa like (climate, natural vegetation, landforms, native animals)?</p> <p>What is the continent of Europe like (climate, natural vegetation, landforms, native animals)?</p> <p>Does each continent have uniform: climate, natural vegetation, landforms, native animals? (why/why not? Relate back to Year 3 climatic zones: equatorial, tropical, arid, temperate)</p>	<p><b>Q&amp;R</b> &gt; identify current understanding of a topic/develop a range of focus questions to investigate/locate and collect information from a variety of sources/record selected information and/or data/recognise the ethical protocols that exist when gathering information and/or data</p> <p><b>A</b> &gt; develop criteria for selecting relevant information/interpret information and /or data collected (identify patterns and trends)</p> <p><b>E</b> &gt; use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ The location of the continents of Africa and Europe, relative to Australia, and the major countries within these continents</li> <li>○ The climate, natural vegetation, landforms, native animals of Africa and Europe</li> <li>○ The similarities and differences in characteristics between Africa and Europe</li> </ul> <p><b>LA1</b> KWL chart: Africa and Europe in terms of their location and characteristics.</p> <p><b>LA2</b> With teacher guidance, use atlases to mark Africa, Europe and Australia on a blank map of the world. <i>All other continents can also be marked if time and resources permit.</i></p> <p>Mark major countries of Africa and Europe on map.</p> <p><b>LA3</b> Groups. Give each group a continent: Africa or Europe. Groups to research their continent, focusing on at least two of the following characteristics (depending on the size of the class/ensuring all characteristics are covered). Teacher helps students devise a series of questions to investigate the characteristics of the continent, how to locate the information and how to record selected information on a series of overlay maps which includes relevant mapping conventions:</p> <ul style="list-style-type: none"> <li>○ climate</li> <li>○ natural vegetation</li> <li>○ landforms</li> <li>○ native animals</li> </ul> <p>Students ensure that variations in characteristics are apparent on the continent.</p> <p>Each group creates a series of maps that shows the particular geographical characteristic and follows mapping conventions (title, scale, legend, north point) reports to the class and maps are displayed around the room.</p>

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			<p><b>C&amp;R</b> &gt; present findings in a range of communication forms /using relevant terms/ using researched facts/ reflect on learning</p>	<p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning about the main characteristics of the continents of Africa and Europe (place), their location relative to Australia, and relate the variations in these main characteristics to climatic zones (Year 3).</p> <p><b>Suggested assessment</b> &gt; Class discuss constructively how each map could be improved upon (relevant information and relevant terms). (Evaluation/Peer assessment).</p>
4-6	<p>The importance of environments to animals and people, and different views on how they can be protected</p> <p><b>Key concepts:</b> place, space, environment</p>	<p>What are examples of environments? How are these environments important to animals and to people? How do animals and people impact on particular environments? How can these environments be protected?</p>	<p><b>Q&amp;R</b> &gt; identify current understanding of a topic/develop a range of focus questions to investigate/locate and collect information from a variety of sources/ record selected information and/or data/recognise the ethical protocols that exist when gathering information and/or data</p> <p><b>A</b> &gt; develop criteria for selecting relevant information/interpret information collected/ identify different points of view/ perspectives in information and/or data</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ What are examples of environments (natural, managed and constructed)</li> <li>○ Why and how these environments are important to both animals and people</li> <li>○ The impact of animals and people on particular environments</li> <li>○ Different views on how particular environments can be protected.</li> </ul> <p><b>LA4</b> Brainstorm words/terms associated with environments.</p> <p><b>LA5</b> Show a short film or a series of images of natural environments. <a href="https://www.tes.com/lessons/zUnRpdtFUzIV6w/environments-ecosystems-and-biomes-flipped-geography">https://www.tes.com/lessons/zUnRpdtFUzIV6w/environments-ecosystems-and-biomes-flipped-geography</a> (What is an eco-system) <a href="https://www.youtube.com/watch?v=0fb8143ndo8">https://www.youtube.com/watch?v=0fb8143ndo8</a> (Biomes of the World for Children: Oceans, Mountains, Grassland, Rainforest, Desert – Free School)</p> <p>Have students identify the elements of particular natural environments. Discuss why these environments are important for both animals and people (social and economic). Have students record their reasons. Share these reasons with the class.</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>E</b> &gt; draw conclusions and give explanations based on the information and/or data displayed/use decision making processes</p> <p><b>C&amp;R</b> &gt; present findings in a range of communication forms /using relevant terms/ using researched facts/ reflect on learning/identify new understandings</p>	<p><b>LA6</b> Have students name their favourite animal and then explore the key features of their natural habitat/environment and where this habitat would be found (locate it on a globe/map). Draw a picture or collect a photo of the animal in its natural environment. Show the connection between the natural environment and support of animal life. Does this animal pose a threat to the natural environment? Why/why not? Is the animal threatened in its natural environment?</p> <p><b>LA7</b> A managed environment. Show pictures of different types of farmlands (cropping and grazing, terraced paddy fields and plantations). Discuss how and why the natural environment has been changed (food and fibre)? (space) How are animals and people affected by a managed environment? (positive/negative)</p> <p><b>LA8</b> Show a series of pictures of a constructed environment (cityscape, industrial landscape, zoo) Students identify the key features of this type of environment.</p> <p><b>LA9</b> Take a particular environment [such as a zoo (constructed), Antarctica (natural)] and investigate:</p> <ul style="list-style-type: none"> <li>○ why this environment is important to animals and people? (brief)</li> <li>○ what are the different views on how this environment can be protected?</li> </ul> <p>This could be a guided inquiry with the teacher/class working together to:</p> <ul style="list-style-type: none"> <li>○ develop a range of focus questions to investigate</li> <li>○ how to locate specific information from different sources and to decide whether or not the information is relevant</li> <li>○ how to record selected information</li> </ul>

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				<ul style="list-style-type: none"> <li>○ how to recognise the ethical protocols that exist when gathering information and/or data.</li> </ul> <p>Have the students present their information in a form that reflects their findings.</p> <p><b>Reflection &gt;</b> Use a revision activity to allow students to reflect on their learning about the importance of environments to animals and people, and different views on how environments can be protected.</p> <p><b>Suggested assessment &gt;</b></p> <p>A debate where the student takes on a role of a 'player' in a particular environment and argue if the environment is important to them and how they are best protected.</p> <p>(Zoo: a particular animal, an animal researcher, a visitor/tourist Antarctica: a particular animal, a scientist, a visitor/tourist)</p>
7-9	Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation	<p>What were the natural resources most readily available to Australia's First Nations peoples in pre-contact days?</p> <p>How did Australia's First Nations peoples use these natural resources sustainably?</p> <p>Have the ways of living, use of resources, connection to</p>	<p><b>A &gt;</b> develop criteria for selecting relevant information/interpret information collected/ identify different points of view/ perspectives in information and/or data</p> <p><b>E &gt;</b> draw conclusions and give explanations based on the information and/or data displayed/ use decision making processes</p>	<p><b>Teaching &gt;</b></p> <ul style="list-style-type: none"> <li>○ How did Aboriginal and Torres Strait Islander Peoples use the resources available to them?</li> <li>○ Did the Dreaming influence how resources were used?</li> </ul> <p><b>LA10</b> Use the following resources, as appropriate, to discuss the natural resources and how these were used sustainably.</p> <p>Noongar Stories from Forrestdale Lake. <a href="https://www.youtube.com/watch?v=mOenwAfg8OE">https://www.youtube.com/watch?v=mOenwAfg8OE</a></p> <p>Useful to discuss natural resources and how these were used pre-contact</p> <p>Access the 12 Canoe website <a href="http://www.12canoes.com.au/">http://www.12canoes.com.au/</a></p> <p>Move through the website, accessing appropriate activities according to specific class requirements and focus. <i>View Study Guide to access specific guidelines and activities based around the 12 'stories'.</i></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>Key concepts:</b> place, environment, interconnection, change</p>	<p>Country/Place changed over time?</p> <p>How does the ban on climbing Uluru reflect the Aboriginal and Torres Strait Islander Peoples' connection to Country/Place?</p>	<p><b>C&amp;R</b> &gt; present findings in a range of communication forms /using relevant terms/ using researched facts/ reflect on learning/identify new understandings</p>	<p>The Lake Condah Settlement and the eel fishing industry (referred to in the history outline) <a href="http://nationalunitygovernment.org/content/first-nations-peoples-lived-villages-and-farmed-invasion">http://nationalunitygovernment.org/content/first-nations-peoples-lived-villages-and-farmed-invasion</a></p> <p>WA</p> <p>An excursion / walk with a local indigenous representative</p> <p>Melville City Noongar Boodja Waakiny (talking about Noongar country) including a useful download</p> <p><a href="http://www.melvillecity.com.au/environment-and-waste/piney-lakes/guided-group-programs/program-options/noongar-boodja-waakiny-talking-about-noongar-country">http://www.melvillecity.com.au/environment-and-waste/piney-lakes/guided-group-programs/program-options/noongar-boodja-waakiny-talking-about-noongar-country</a></p> <p>Kings Park and Botanic Garden Program 'From Firesticks to Fireworks</p> <p><a href="https://www.bgpa.wa.gov.au/kings-park/events/kings-park-education/programs/firesticks-fireworks">https://www.bgpa.wa.gov.au/kings-park/events/kings-park-education/programs/firesticks-fireworks</a></p> <p><b>LA11</b> The meaning of land to Aboriginal people</p> <p><a href="https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#toc0">https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#toc0</a></p> <p>Site includes stories, a film (<i>The land owns us</i>), and views concerning Aboriginal and Torres Strait Islander Peoples' connection to Country/Place pre and post colonisation. It has useful additional links)</p> <p>Compare this view of Country/Place with your own views</p> <p>Does this view affect how the land is used over time?</p> <p>A study of Uluru (Anangu people) pre and post colonisation emphasising connection to Country/Place, the handing back of Uluru, the ban on climbing Uluru ( October 2019).</p>

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				<p>Some useful sites include:  <a href="http://splash.abc.net.au/home#!/media/2182479/Meet-Uluru%E2%80%99s-traditional-owners">http://splash.abc.net.au/home#!/media/2182479/Meet-Uluru%E2%80%99s-traditional-owners</a>  <i>Meet Uluru's traditional Owners</i>  <a href="https://www.youtube.com/watch?v=ImGNlk7IOpU">https://www.youtube.com/watch?v=ImGNlk7IOpU</a>  <i>Should we climb Uluru?</i></p> <p>As a class discuss the ban in terms of use of resources compared to connection to Country/Place. What does it suggest regarding sustainable use of resources?</p> <p><b>Suggested Assessment &gt;</b></p> <p>Students construct a 'continuum' to show how Aboriginal and Torres Strait Islander Peoples' connection to Country/Place has influenced their views on the sustainable use of resources, before and after colonisation.                      (Continuum: something that keeps on going, changing slowly over time)  <a href="https://www.vocabulary.com/dictionary/continuum">https://www.vocabulary.com/dictionary/continuum</a></p>
10-12	<p>The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably</p> <p><b>Key concepts:</b>                      environment, sustainability</p>	<p>What are the various threats to our natural resources?                      Are these threats the same across Australia and the world?                      How can we as individuals and the community:                      ensure adequate water supplies</p>	<p><b>A &gt;</b> develop criteria for selecting relevant information/interpret information collected (identify cause and effect)/translate collected information different formats (timeline/maps)/ identify different points of view</p>	<p><b>Teaching&gt;</b></p> <ul style="list-style-type: none"> <li>○ Water, timber and minerals (natural resources) and their importance to human and animal life</li> <li>○ Overview: natural and human threats to natural resources</li> <li>○ Why threats vary across countries and continents</li> <li>○ Different views on how natural resources can be used sustainably</li> </ul> <p><b>LA12</b></p> <p>Use 'your cool basics on natural resources':  <a href="http://www.eschooltoday.com/natural-resources/what-is-a-natural-resource.html">http://www.eschooltoday.com/natural-resources/what-is-a-natural-resource.html</a></p> <p>to review what natural resources are and how we use/misuse them in everyday living.</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
		<p>ensure that the forests are not denuded use recycling to minimise mineral use (aluminium cans)?</p> <p>Minerals and the use of substitutes, reducing resource waste and reusing and recycling non-renewable minerals.</p>	<p><b>E</b> &gt; draw conclusions and give explanations, based on information/use decision-making processes (recognise different points of view)</p> <p><b>C&amp;R</b> &gt; present findings in a range of communication forms /using relevant terms/ reflect on learning</p>	<p>Draw up a table and list the ways each of water, timber and minerals:</p> <ul style="list-style-type: none"> <li>are important to both humans and animals</li> <li>what are the threats to each of these resources.</li> </ul> <p>Add to the list as the topic progresses.</p> <p><b>LA13</b></p> <p><i>How to use natural resources sustainably?</i></p> <p><u>Water:</u></p> <p>Draw a map of the house/garden and indicate how water is used at your place Do you consider it a waterwise household? Survey different members of the household on how water is used and whether or not the household could reduce water use. Are all views the same? How could the school be more waterwise? Share these views with the rest of the class.</p> <p><u>Timber:</u></p> <p>What is sustainable timber? View 'WAs sustainable forest and timber industries' <a href="https://www.youtube.com/watch?v=53gjegCuWmU">https://www.youtube.com/watch?v=53gjegCuWmU</a> Identify the key points made in the film to ensure forests are used sustainably View 'Standing Tall: Tasmania's forestry future' to make notes on: <a href="http://www.abc.net.au/news/2017-11-04/standing-tall:-tasmanias-forestry-future/9119218">http://www.abc.net.au/news/2017-11-04/standing-tall:-tasmanias-forestry-future/9119218</a> Why some farmers plant new forests whilst others do not? Which types of forests are most under threat? What can be done to improve the situation?</p>

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				<p><u>Minerals:</u>                      Examples of minerals and the extent that the resource is finite.                      Case study: The environment and bauxite mining                      Bauxite and recycling aluminium cans.                      Read the extract with the students: <i>Aluminium Cans Recycling Pros &amp; Cons</i>  <a href="http://education.seattlepi.com/aluminum-can-recycling-pros-cons-4443.html">http://education.seattlepi.com/aluminum-can-recycling-pros-cons-4443.html</a>                      Why would it be beneficial to recycle aluminium cans?                      Energy use to make a new compared to a recycled can?                      Is the recycling of aluminium cans a worthwhile process?</p> <p><b>Reflection</b> &gt; The extent that the Earth's environment sustains all life and how this can be sustained.</p> <p><b>Suggested assessment</b> &gt;</p> <p>Written work:</p> <ul style="list-style-type: none"> <li>○ list at least two different views on how to use a particular natural resource sustainably</li> <li>○ argue which view they agree with and why.</li> </ul>