



HUMANITIES AND SOCIAL SCIENCES – GEOGRAPHY

SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 6

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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 for one school term (10 weeks).

Geography key concepts embedded

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

Prior knowledge

Students learned about the main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe (in Year 4) and South America and North America (in Year 5), and the location of their major countries in relation to Australia.

In Year 4, students also learned about the importance of environments to animals and people. In Year 5, students also learned about the way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining); features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places; and the impact of bushfires or floods on environments and communities, and how people can respond.

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.

A diverse and connected world

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1–4	<p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>Key concepts: place, space, environment, interconnection</p>	<p>How do places, people and cultures differ within the Asia region?</p> <p>Are there identifiable spatial patterns based on individual characteristics such as population, health, education, wealth, happiness?</p>	<p>Q&R > identify current understandings on a topic/locate and collect information (from an atlas)</p> <p>A > translate collected information and/or data to create maps</p> <p>E > draw and justify conclusions based on information (infer relationships, identify patterns, similarities and differences)</p> <p>C&R > present findings (as a map and diagram)/use subject specific terminology and concepts/reflect on learning</p>	<p>Teaching</p> <ul style="list-style-type: none"> ○ revise the meaning of the terms climate, natural vegetation, landforms, native animals (Year 4) ○ revise the location of Africa and Europe (Year 4) and North America and South America (Year 5) on a world map in relation to Australia, and the location of their major countries ○ identify Asia on a world map in relation to Australia ○ identify the major countries in Asia ○ the idea of ‘geographical diversity’ <p>LA 1 Allocate an Asian country to each student and ask them to write a few sentences to describe its location in relation to Australia</p> <p>LA2 Organise the class into groups to construct a large-scale annotated/illustrated map of the Asia region, showing information, such as the climate, vegetation, landforms, types of settlements, population size, density, life expectancy, and distance from Australia</p> <p>Emphasise the cartographic conventions that are appropriate (including border, scale, legend, title and north point)</p> <p>LA3 Brainstorm as a class criteria that could be used to identify the ways places, people and cultures are diverse within the Asian region</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning (e.g. start a word wall of key geographical terms; make a concept map of the main characteristics of Asia; think, puzzle, share, compare on Asia)</p> <p>Suggested assessment > Evaluate maps to recognise spatial patterns</p>

A diverse and connected world

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
5-6	<p>Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world</p> <p>The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia</p>	<p>How places have different human characteristics</p> <p>How the place you live can influence wellbeing and opportunities</p>	<p>Q&R > locate and collect information (from the internet)</p> <p>A > translate collected information and data (to create an infographic)/interpret information and data collected/identify cause and effect/make connections with prior knowledge</p> <p>E > draw and justify conclusions/identify patterns and infer relationships</p> <p>C&R > present findings (as an infographic and in writing)/use subject specific terminology and concepts/reflect on learning</p>	<p>Teaching</p> <ul style="list-style-type: none"> ○ how an infographic can be used to communicate information and data (use examples from the internet) ○ the meanings of economic characteristics, demographic characteristics, social characteristics of a country ○ the ideas of 'wellbeing' and 'opportunities' <p>LA 5 Each student develops an infographic showing the economic, demographic, social, and cultural characteristics of three families (including one indigenous family) from Australia and two other countries. To show the differences include at least 10 different indicators</p> <p>Use <i>Gap minder</i> (including <i>Dollar street</i> to collect information and data</p> <p>Discuss as a group the similarities and differences between the families</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning</p> <p>Suggested assessment > Explain how places people live, can influence their wellbeing and opportunities</p>

A diverse and connected world

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
7-10	<p>Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places</p> <p>Key concepts: place, interconnection</p>	<p>How Australia is interconnected with other places</p> <p>How these interconnections change people and the characteristics of places</p>	<p>Q&R > locate and collect information</p> <p>A > interpret information and/or data collected/translate information and/or data into a different format</p> <p>E > draw and justify conclusions based on information</p> <p>C&R > Use decision-making processes in a group discussion (e.g. share opinions and personal perspectives, consider different points of view)</p>	<p>Teaching</p> <ul style="list-style-type: none"> ○ ways in which places and people are interconnected with other places ○ how these interconnections between countries change people and places <p>LA6 In groups, students complete the 'Geography thought-provoker' activity http://www.geogspace.edu.au/core-units/years-5-6/exemplars/year-6/y5-exemplars-y6-illus1.html</p> <p>LA7 Student selects one major world event in which Australians have been active participants.</p> <p>Investigate the event to identify its impacts on the people, the economy and the environment of the host country.</p> <p>Compare the pluses and minuses for the host country and participants.</p> <p>Suggested assessment > Explain the variety of ways in which Australia is interconnected with other places and how this influences and changes people and places</p> <p>Reflection > Use a revision activity to allow students to reflect on '<i>a diverse and connected world</i>'</p>

Resources

Using your computer to discover an unequal world at: <http://www.geogspace.edu.au/core-units/years-5-6/exemplars/year-6/y5-exemplars-y6-illus2.html>

Worldmapper at: <http://www.worldmapper.org/>

The World Happiness Index at: <http://www.sciencealert.com/the-world-happiness-index-2016-just-ranked-the-happiest-countries-on-earth>

Gap Minder at <http://www.gapminder.org/>

Dollar Street at: <http://www.gapminder.org/dollar-street>