

# UNIT 4A GRANITE ISLAND SINK OR NOT TO SWIM? YEARS 7-8 GEOGRAPHY



This unit is designed to focus on the following aspects of the Australian Curriculum Geography for year 7 and year 8 students.

## Year 7 Level Description

This learning will support year 7 unit 'Place and liveability' and the year 8 unit 'Changing nations'.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

## Year 8 Level Description

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country in the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

## Sample learning sequence 4 A

### Granite Island sink or swim?

<p>Learning Intention:</p> <p>Students learn that humans change environments. Students investigate the delicate balance between preservation and progress, and the effect of human choices on communities and the environment. Students have the knowledge and understanding to reflect and react to local issues.</p>		<p>Evidence of learning</p> <p>Collect samples either digitally, anecdotally or from student recording that match aspects of the AC content and achievement standards.</p>
<p>Hook</p> <p>Introduce the students to the idea of visiting Granite Island.</p> <p>Explain to the students that this is a Geography excursion.</p>	<p>Announce dramatically that you are going to 35.5641° S, 138.6307°E</p> <p>Ask where am I going?</p> <p>I can give four clues</p> <ol style="list-style-type: none"> <li>1. It is known by the Ramindjeri people as Nulcoowarra</li> <li>2. There are buildings and shelters including a cafe</li> <li>3. The only permanent residents are penguins</li> <li>4. It is a small island next to Victor Harbor</li> </ol> <p>Ask students to work individually or in pairs to locate Granite Island on a map.</p> <p>Ask what information can you tell by looking at the map. List the different types of maps that are useful in a geographical study?</p> <p>Form students into four groups and select four readings or viewings for students to learn about Australian tastes, food production, and transportation.</p> <p>For example give one group access to an article about Australia's changing eating habits e.g.:</p> <p><a href="http://www.abc.net.au/news/2017-04-05/australians-are-changing-their-eating-habits/8415526">http://www.abc.net.au/news/2017-04-05/australians-are-changing-their-eating-habits/8415526</a></p> <p>Group two looks into the pros and cons of eating more fish e.g.: <a href="http://www.theaustralian.com.au/archive/executive-living/nine-reasons-to-eat-more-fish/news-story/8eb8f66c60a5815f5a2435153b120310">http://www.theaustralian.com.au/archive/executive-living/nine-reasons-to-eat-more-fish/news-story/8eb8f66c60a5815f5a2435153b120310</a></p> <p>Group three reads about food miles e.g.: <a href="http://www.sbs.com.au/shows/foodinvestigators/listings/detail/i/1/article/2941/Food-Miles">http://www.sbs.com.au/shows/foodinvestigators/listings/detail/i/1/article/2941/Food-Miles</a></p> <p>Group four reads about aboriginal fish traps e.g.: <a href="https://maas.museum/event/ecologic/resources/changing-landscapes/people-industry/aboriginal-fish-traps-effective-and-efficient-technology/">https://maas.museum/event/ecologic/resources/changing-landscapes/people-industry/aboriginal-fish-traps-effective-and-efficient-technology/</a></p> <p>The students return to table and discuss the different readings in relation to the question what is the future of food production in South Australia?</p>	<p>Annotated diagrams that illustrate relationships.</p> <p>Causal explanation.</p>

Investigate, research and go deeper	<p>Students use the ABS Census data to compare and contrast lifestyle and employment opportunities in Port Lincoln and Victor Harbor.</p> <p>Students start to prepare a Field Report – a comparison of the Port Lincoln and Victor Harbor councils and their actions to promote innovative food industries.</p> <p>Students brainstorm questions and wonderings. As a group, the class chooses a number to investigate.</p>	<p>Develop, pose and answer questions.</p> <p>Gather, store critically analyse/interpret and synthesise information and data.</p> <p>Discuss arguments for and against and environmental question.</p>
Explain	<p>Visit Day</p> <p>Students take their questions/wonderings. They explore the area, they have opportunities to observe fish, develop and pose questions, interact with the fish to gather information and data. They also interact with the guides, teachers and their peers to answer questions.</p> <p>They have time to complete their own inquiries.</p>	<p>Field trip</p> <p>Inquiry report</p>
Extend and stretch	<p>Students prepare and present a media release on "Victor Harbor community plays a key role in improving human and environmental wellbeing".</p> <p>SHARE THREE MEDIA RELEASES. As they listen students record new learning, any question they still have and a comment they would like to make. Allow students to share in a small group. Each group selects one question or comment to share with the writer/presenter.</p> <p>This process continues until all media has been shared.</p>	<p>Persuasive report</p> <p>Student reflections</p> <p>Response to learning</p>
Reflect, respond and evaluate	<p>Students select a media release to reflect on their learning and upload to the website that addresses the change and management of marine environments in South Australia.</p>	<p>Proposal for action digitally or written</p>

### **Year 7 Achievement Standard**

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

### **Year 8 Achievement Standard**

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and nondigital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.