**2024, Year 10 HASS – Term 1 - Course Outline**

**Geography – Environmental Change and Management/ Geographies of Human Wellbeing**

**STAFF OUTLINE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The environmental worldviews of people and their implications for environmental management | | | | |
| **1** | LI:   * Investigate reasons for why we study geography. * Examine key concepts of geography – SPICESS. Including Key questions.   SC:   * State what SPICESS stands for. * Outline the key concepts of geography. * Outline two reasons for studying geography.   **Resources:**   * Jacaranda Humanities and Social Sciences 10 for WA (Second Ed) Pages 298-305 * Cambridge Humanities and Social Sciences for WA 10 (Page 113) * PowerPoint – Key Concepts (LA drive)   **Key terms:** Add to Glossary Chart  ***Space, Place, Interconnection, Change, Environment, Scale, Sustainability.*** Define each and provide examples.  **Key Questions:** Page 113 Cambridge (Concept Wheel)  **Activities:**  *Graphic Organiser Chart* – Summarise each of the key concepts and provide examples for each. This will require students to write more than a definition on their glossary chart. The Chart will also require students to think of sources (maps, graphs etc) which could be used to help with each concept. E.g. Change – aerial photograph and a topographic map, could be used to show change over time.  *Look at a career of the future:* Agroecologist. Page 309 of Jacaranda Humanities and Social Sciences 10 for WA | LI:   * Examine what is quantitative and qualitative data or indicators. * Examine what PQE and SHEEPT mean.   SC:   * Differentiate between quantitative and qualitative data. * State what SHEEPT and PQE stand for and when they would be used.   **Resources:**   * Cambridge Humanities and Social Sciences for WA 10 (Page 139 – SHEEPT – Table 5.2)   **Key terms:** Add to Glossary Chart  **Quantitative –** data based on numerical quantities that can be counted or measured.  **Qualitative** – data not based on numeric quantities, usually measured using techniques including interviews, surveys and observations.  **Activities:**  A3 sheet of paper. Fold into 4 boxes.  SHEEPT Method at the top on left and PQE at the top on the right.  Include what each stand for and when each would be used.  *Paragraph Response:*  Differentiate between quantitative and qualitative indicators/data. Using examples to support your response.  Encourage students to use terms, such as – *whereas, however, on the other hand.* | LI:   * Discuss different types of sources to use when studying geography. * Review quantitative and qualitative data, including applying the PQE method.   SC:   * List different types of maps and graphs which can be used when studying geography. * Using sources, apply the PQE method.   **Resources:**   * Jacaranda Humanities and Social Sciences 10 for WA (Second Ed) Pages 327   **Key term:** Add to Glossary Chart  **Multiple data formats -**are varied forms of data presentation, used when a range of data needs to be shown.  Look at example on Page 327 of Jacaranda book.  **Activities:**  Jacaranda – Ask students to read information on page 326-327. Then ask students to look at Figure 1. Ask students to use the concept map to write an example of each type of data format shown in Figure 1, such as a population pyramid, map, pie chart etc  Ask students to add cartogram and choropleth maps to the concept map.  Show students  <https://www.gapminder.org/tools/#$chart-type=bubbles&url=v1>  You might want to play around on here first to understand it.  Explain what a cartogram is. Add to glossary chart:  **Cartogram:** *type of map in which sizes of countries are manipulated to represent the variable being mapped.*  <https://worldmapper.org/maps/population-increase-2011-to-2022/> | LI:   * Examine environmental worldviews and how they impact environmental management.   SC:   * List three environmental worldviews. * Outline what is meant by the term environmental worldviews. * Outline the role of environmental worldviews.   **Resources:**   * Cambridge Humanities and Social Sciences for WA 10 (Page 133) * Pearson Humanities and Social Sciences WA 10 (Page 124-127)   **Key term:** Add to Glossary Chart  ***Environmental worldview:*** *an opinion, belief, idea or way of thinking about the value of the environment.*  **Activities:**  Pearson Humanities and Social Sciences WA 10 (Page 127 – Activities: Questions 1-10).  *Graphic Organiser Chart* – Summarise the three worldviews – Human-centred worldview; Stewardship worldview; Earth-centred worldview.  Cambridge Humanities and Social Sciences for WA 10 (Page 168) – Sir David Attenborough quotes. Extent Barometer - to which you agree with him. Class activity. Use a scale. Line up in class – certain, some, large, completely agree. |
| * The environmental worldviews of people and their implications for environmental management * The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) | | | | |
| **2** | LI:   * Examine environmental worldviews and how they impact environmental management.   SC:   * Define the term ‘stewardship’ and ecological services. * Explain what is meant environmental worldviews, including supporting evidence.   **Resources:**   * Cambridge Humanities and Social Sciences for WA 10 (Page 133) * Pearson Humanities and Social Sciences WA 10 (Page 124-127)   **Key terms:** Add to glossary chart.  ***Ecological services, stewardship***  Jacaranda – Page 348-349  **Activities:**  Focus Questions:   * Define environmental worldview. * Describe the difference between Earth-centred worldview and human-centred worldview. (Encourage students to write a paragraph). * Outline factors which determine a person’s environmental worldview.   Ask students to link environmental worldviews to the key concepts – SPICESS. E.g., place, space, environment  *Brainstorm/list – Ask students to write what resources or processes are provided by natural ecosystems.*  Graphic Organiser – 4 Ecological Services. What do ecosystems provide? Page 349 Jacaranda. Figure 3. | LI:   * Investigate human-induced changes that challenge sustainability. * Review key terminology – environment, sustainability (SPICESS)   SC:   * Outline what ‘environmental change’ means and explain how it can be beneficial and detrimental. * Outline five challenges to sustainability.   **Resources:**   * Pearson Humanities and Social Sciences WA 10 (Page 106-107)   **Key terms:**  ***Sustainability –*** *Look at the three spheres of sustainability – Social, Environmental and Economic*  **Activities:**  A3 page (folded so you have 8 boxes). Students need to write the challenge at the top of each box. They then need to summarise what is meant by the following eight challenges –   1. *Habitat loss* 2. *Climate change* 3. *Urbanisation* 4. *Land degradation* 5. *Pollution* 6. *Population growth* 7. *Energy use* 8. *Exploited oceans.*   Tournament Prioritiser– ask students to write the eight challenges on the template. Students need to then think for them which challenge it the most important, until they get a winner. They then must write 2 statements why this ended up as their winner.  Think-Pair-Share (Pairs and then share as a class) | LI:   * Review human-induced changes that challenge sustainability.   SC:   * List 8 challenges to sustainability. * Outline five challenges to sustainability.   **Resources:**   * Pearson Humanities and Social Sciences WA 10 (Page 106-107). * Jacaranda Humanities and Social Sciences 10 for WA (Second Ed) Pages 353-   **Key term: Mitigation –**  *involves the implementation of the strategies to eliminate or minimise the severity of a hazard or similarly adverse occurrence.*  **Activities:**  Expert Groups: Groups of 4.  Students will work on one challenge – see previous lesson. In groups allow 10-15 minutes for the group to *write everything they currently know on the topic, what type of sources would be good to use to study that challenge. Why is it a challenge? What if we were able to mitigate this challenge? What are some examples of mitigation?*  Group then provides feedback to the class.  Activities: Questions 1-4  Pearson Humanities and Social Sciences WA 10 (Page 107). | **Review Lesson/Catch Up Lesson**  Key Topics to review this lesson:   * *Challenges to sustainability.* * *SHEEPT and PQE* * *Quantitative and Qualitative data/indicators.* * *Environmental worldviews.* * *SPICESS – Key concepts of geography.* * *Sources we use when studying geography.* |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) * Introducing types of environments – before focussing on ‘Urban’. | | | | |
| ***3*** | *LI:*   * *Review the human-induced environmental changes that challenge sustainability.* * *Discuss what the ‘Sustainable Development Goals’ are.*   *SC:*   * *Outline what is meant by sustainability.* * *Write a 50-word comment outlining your opinion about what they heard and/or saw in the video.*   ***Resources:***  [*https://www.globalgoals.org/goals/*](https://www.globalgoals.org/goals/)  *Sustainable Development Goals*  *YouTube Video: Dear Future Generations: Sorry*  *Inform students this was uploaded in 2015; think about the predictions it made/what has happened since then (especially post-COVID)*  *‘The Lazy Person’s Guide to Saving the World’.* [*https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/10/LazyPersonGuide.pdf*](https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/10/LazyPersonGuide.pdf)  ***Activities:***  *Students write a 50-word comment outlining their opinion about what they heard and/or saw in the video.*  *Think-Pair-Share:*  *Students share comments with a partner and then have a class discussion about sustainability, impacts of humans on the sustainability of the planet.*  *Ask students to identify actions they already undertake from the four levels. Students need to select one action they would be willing to adopt as of today and one action they will/could adopt in the future.*  *Students need to use the Tweet template, to write a Tweet of 140 characters of less that informs others about their new action they are adopting immediately to help save the world.* | *LI:*   * *Examine sustainability and clashing environmental views.* * *Investigate what is an environment, including types of environments.*   *SC:*   * *List different types of environments.* * *Outline three types of environments.*   ***Resources:***  *Destruction of the Amazon, explained.*   * [*https://www.youtube.com/watch?v=SAZAKPUQMw0*](https://www.youtube.com/watch?v=SAZAKPUQMw0) * *Cambridge Humanities and Social Sciences for WA 10 (Page 117-130)*   ***Activities:***  *Ask students to watch the video and consider the following topics:*   1. *How countries develop* 2. *Price of that development (in terms of sustainability)* 3. *Clashing environmental worldviews.*   *Discuss as a class.*  *Graphic Organiser Template – BLAH – Summarise BLAH – Biosphere, lithosphere, atmosphere and hydrosphere.*  *File Notes – Outline ways geographers categorise environments – e.g. climate, elevation, topography, vegetation and soil types, plus water quality (marine). Define each of these terms. Cambridge – Page 119*  *A3 Blank Page (four boxes fold) – Types of Environments*   * *Land environments* * *Coastal environments* * *Marine environments* * *Urban environments.*   *Before you get started, ask students about which type of environment they like the most of the four and why.* | *LI:*   * *Investigate world population growth and how it can impact on environments.* * *Examine sources related to world population growth.*   *SC:*   * *Outline trends in world population growth.* * *Outline consequences of rapid population growth, including pressures on biodiversity.*   ***Resources:***   * *Pearson Humanities and Social Sciences WA 10 (Page 116-119)*   ***Activities:***  *Pearson book – Activities: Page 119. Questions 1-5, 7, 8, 9.*  *Using a sheet of A3 paper aske students to create a brainstorm of the causes of biodiversity loss, using the headings – introduced species, habitat loss, disease, hunting (over-exploitation), climate change, tourism natural disasters, urban development, pollution. Ask students to put the headings and then think of examples to come off each area. E.g. examples of introduced species – rabbits, foxes, goats, cane toads, cats etc* | *LI:*   * *Review the 8 human-induced environmental changes that challenge sustainability.* * *Review pressures on biodiversity and causes of biodiversity loss, including in urban environments.*   *SC:*   * *Outline what biodiversity means.* * *Define habitat and habitat loss.* * *Outline the main causes of habitat destruction and species loss.*   ***Resources:***   * *Pearson Humanities and Social Sciences WA 10 (Page 116-119)*   ***Activities:***  ***Create a concept map*** *or* ***mind map*** *outlining the links between world population growth, pressures on biodiversity and consequences of habitat destruction and species loss.*  ***Quote Analysis*** *–*  *‘Biodiversity is the most important measure of the health of an environment’.*  *Students must explain what this statement means and discuss whether or not they agree with it and why.*  ***Summary Chart –***  *Using page 122 of Pearson book ask students to create a summary linking to the challenge to sustainability -climate change.*  *Students need to complete ‘Evaluating and creating’ Question 8 on page 123.* |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The human-induced environmental changes that challenge sustainability (e.g. water and atmospheric pollution, degradation of land, inland and coastal aquatic environments) * Introducing types of environments – before focussing on ‘land’ – Australia and Papua New Guinea * The causes and likely consequences of the environmental change being investigated – Context: Land environments | | | | |
| ***4*** | LI:   * Examine what land environments are and discuss environmental changes which take place in land environments. * Examine the spatial or global distribution of land cover.   SC:   * List environmental changes which take place in land environments. * Apply PQE by completing 5.1 activity on page 1222.   **Resources:**  Cambridge Text  **Activities:**  Page 122 – Developing Geographical Concepts and Skills 5.1  Summarise land environments such as forests, deserts, grasslands or ice environments.  Glossary Chart – review definitions for environment, environmental change, sustainability, compare and evaluate.  Ask students to fold an A3 page into three columns. First column is ‘Environmental changes cause by human activity’, second column ‘Current impacts for both the environment and humans’, third column is ‘Future impacts for both the environment and humans’. Discuss in pairs and then as a class. They should remember ‘biodiversity loss’.  **End of section review 5.6**  (Copy located in Shared Drive) | LI:   * Investigate and examine practical skills, including maps and graphs related to the human-induced changes that challenge sustainability.   SC:   * List examples of graphs and maps used in geography. * Look at sources and examine what type of source it is.   **Resources:**  Use PowerPoint in shared drive.  Websites – **Our World in Data.** If you would like to locate sources too  Examine five different sources.  Ask students to draw a table up in their books.  **Source 1:** Source 6.3.2 (Pie Chart)  Pearson page 110  **Source 2:** Source 6.3.1 (Map showing land degradation)  Pearson page 110  **Source 3:** Source 6.5.4 (Graph)  Pearson page 117  **Source 4:** Source 6.6.3 (Choropleth map)  Pearson page 121  **Source 5:** Figure 5.22 (Choropleth map)  Cambridge page 129  Ask students to describe what is shown in each source.  Encourage students to refer specifically to the source, such as ‘As shown in Source One..’  **PowerPoint – Types of graphs and maps.**  **Activities:**  The following sources in Pearson:   * Source 6.5.4 (Page 117) * Source 6.3.2 (Page 110) * Source 6.6.3 (Page 121)   Ask students to identify the type of source and then describe what is shown in the source. Make sure students are referring to the source. | LI:   * Examine the site and situation of Papua New Guinea and Australia. * Examine SPICESS in relation to the environmental change taking place in PNG and Australia.   SC:   * Outline site and situation features for Papua New Guinea. * For each part of SPICESS, outline what each means using PNG and Australia environmental change.   **Resources:**   * KWL Chart – Australia and Environmental Change * KWL Chart – PNG and Environmental Change * PowerPoint on shared drive. * Site and situation handout. | LI:   * Review the site and situation of Papua New Guinea. * Examine the causes and likely consequences of environmental change in Australia and Papua New Guinea (PNG).   SC:   * Outline causes and likely consequences of environmental change in Australia and PNG.   **Resources:**   * PowerPoint on shared drive. * T-Chart (Causes). * Table Organiser – likely consequences. |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The causes and likely consequences of the environmental change being investigated – Context: Land environments * The strategies to manage the environmental change being investigated * The application of environmental, economic and social criteria in evaluating management responses to the change being investigated | | | | |
| ***5*** | *LI:*   * *Review the causes and likely consequences of environmental change in Australia and Papua New Guinea (PNG).* * *Investigate strategies being used to manage environmental change in PNG and Australia.*   *SC:*   * *Outline three causes and consequences of environmental change in PNG and Australia.* * *Describe two strategies being used in Australia and PNG to manage environmental change.*   ***Resources:***   * *PowerPoint on shared drive.* * *T-Chart – Strategy 1 – Australia (Mine rehabilitation). Strategy 2 – Reforestation and replanting trees.* * *T-Chart – Strategy 1 -PNG (Reforestation)*   *Example Project:* [*https://www.zerosmart.co.uk/forest-protection-papua-new-guinea*](https://www.zerosmart.co.uk/forest-protection-papua-new-guinea)  *Strategy 2 -* [*https://wwfint.awsassets.panda.org/downloads/deforestation\_fronts\_factsheet\_\_\_new\_guinea.pdf*](https://wwfint.awsassets.panda.org/downloads/deforestation_fronts_factsheet___new_guinea.pdf)  *Use to locate second strategy.* | *LI:*   * *Review strategies being used to manage environmental change in PNG and Australia.* * *Evaluate the four strategies in relation to sustainability – SEE (Social, Economic and Environmental)*   *SC:*   * *Outline the four management strategies.* * *For each strategy, outline the SEE costs and benefits.*   ***Terminology:*** *Students need to understand that costs are negatives or cons and benefits are positives or pros.*  ***Resources:***   * *Use graphic organiser template.*   *They must look at:*   * *Social costs* * *Social benefits* * *Economic costs* * *Economic benefits* * *Environmental costs* * *Environmental benefits.*   *Ask students to work on in pairs and discuss as a class.*  *Examples on PowerPoint. Located in shared drive.*  *Two strategies completed.*  *.* | ***Catch up lesson or review lesson – depends on if you have been doing revision as you go, every few lessons.***  *LI:*   * *Review the following Key concepts (SPICESS); quantitative and qualitative data; PQE method; SHEEPT method; Environmental Worldviews and human-induced environmental changes that challenge sustainability.*   *SC:*   * *Complete a series of practise and recall questions.* * *Outline key concepts of geography in relation to challenges to sustainability.*   ***Resources:***   * *Revision sheets.*   ***Activities:***  ***Create a concept map*** *or* ***mind map*** *which summarises the work completed in Weeks 1-5.*  ***Revise Practical Skills Tips –*** *Review tips for when examining sources, including direct references to the source.*  *Source 1 or Figure 1 illustrates….; As depicted in source 1… Review sentence starters and how we refer to a source.* | **Assessment 1:**  **In-class Written Assessment (Written Response and Practical Skills)**  Some questions will require students to respond to stimulus material and/or include the application of practical skills. Formats can include - interpretation of sources, data analysis, multiple-choice questions, short responses.  *Topics: Key concepts of geography (SPICESS); Applying SHEEPT and PQE. Human-induced changes that challenge sustainability and environmental worldviews and their implications for environmental management. Comparative study of an environmental change for Australia and one other country (Papua New Guinea) – causes and likely consequences and strategies to manage the environmental change, including an evaluation of management responses.*  **Administered under test conditions.** |

**Geographies of Human Wellbeing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The different ways of measuring and mapping [human wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/human-wellbeing) and [development](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/development), and how these can be applied to measure differences between places. * The reasons for [spatial variations](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/spatial-variations) between countries in selected indicators of [human wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/human-wellbeing) * The issues affecting the [development](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/development) of places and their impact on [human wellbeing](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/human-wellbeing), drawing on a study from a developing country or [region](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/region) in Africa, South America or the Pacific Islands | | | | |
| ***6*** | LI:   * Examine what is meant by ‘wellbeing’, including the three most important variables – wealth, health and education. * Examine what ‘development’ means. * Examine how human wellbeing can be measured.   SC:   * Define ‘human wellbeing’. * Outline three ways in which a person’s wellbeing can be measured. * Apply SPICESS to the context of ‘human wellbeing’.   **Resources:**   * Applying SPICESS (Cambridge page 171 – Ask students to think about the key geographical concepts and Human Wellbeing.   *\*\*\* Students must think about the following question: Write on whiteboard students ideas.*  *‘What does human wellbeing mean to you’?*  ***Resources:***  *Hans Rosling 200 countries, 200 years, 4 minutes*  [*https://www.youtube.com/watch?v=jbkSRLYSojo*](https://www.youtube.com/watch?v=jbkSRLYSojo)  *How can countries measure the well-being of their citizens?*  [*https://www.youtube.com/watch?v=4PkD4JebMAY*](https://www.youtube.com/watch?v=4PkD4JebMAY)  *How do we measure poverty?*  [*https://www.youtube.com/watch?v=w5wORaWcWPY*](https://www.youtube.com/watch?v=w5wORaWcWPY)  [*https://www.gapminder.org/dollar-street*](https://www.gapminder.org/dollar-street)*?*  ***Activities:***  *Using Gapminder Dollar Street compare what it is like between countries. Spatial variations between countries. Making Thinking Visible 6.1 – Page 173 Cambridge Textbook*  ***Practical skills*** *– examine a choropleth map showing more developed, less developed and least developed regions of the world. (Pearson – Page 160)*  *Compare a population pyramid of a more and less developed region.*  [*https://www.populationpyramid.net/least-developed-countries/2023/*](https://www.populationpyramid.net/least-developed-countries/2023/)  [*https://www.populationpyramid.net/more-developed-regions/2023/*](https://www.populationpyramid.net/more-developed-regions/2023/) | LI:   * Examine the tools known as indicators that allow us to gauge what makes a good life and measure wellbeing. * Examine human wellbeing (the issues)   SC:   * Define the following terms – wellbeing, development, indicator, standard of living, quantitative and qualitative indicators. * List examples of quantitative and qualitative indicators used in wellbeing data.   **Resources:**  Jacaranda (New text) – Second Edition – Pages: 505 – 507.  Pearson –  Pages: 176 - 179  Pages: 159 - 165  **Activities:**  **Glossary Chart:** Definitions of key terms – quantitative and qualitative data  **Graphic organiser –** The issues (summary)  **Table –** Summary table of quantitative and qualitative indicators. Including classifying additional examples – **Jacaranda - Page 509 (Question 5)**   * Apply your understanding **– Jacaranda – Page 509 – Question 9.**   **Clip:** <https://www.youtube.com/watch?v=_y8KOpJignk>  Resources for clip:  <https://www.worldvision.com.au/docs/default-source/school-resources/teenage-affluenza-(p-17).pdf?sfvrsn=423bd450_0>  . | LI:   * Review quantitative and qualitative data. * Examine ways to measure and map human wellbeing.   SC:   * Explain what is meant by human wellbeing. * Outline ways to measure and map human wellbeing. * List types of sources used when illustrating human wellbeing indicators.   **Resources:**  Cambridge – Pages 176 – 185.  Table – Graphic organiser – get students to create a summary of how human wellbeing is being measured.  **Glossary chart –** students must know the definitions and examples of the following terms –   * Human wellbeing * Indicators * Objective * Subjective * Qualitative data * Quantitative data * Infant mortality rate * Sanitation * Absolute wealth * Relative wealth * Total fertility rate   Cambridge Activities: 6.2 (page 178); 6.5 (page 182); 6.6 (page 183).  Cambridge – ‘Making Thinking Visible’ – Page 185. | LI:   * Examine the Human Development Index. * Examine human wellbeing issues from earlier in the week.   SC:   * Outline five issues or barriers to improving human wellbeing. * Explain what the HDI is.   **Resources:**  Pearson – pages 176-179  **Table** – summary table from earlier in the week, which students summarised the issues.  **Tournament Prioritiser** – graphic organiser. Select eights barriers/issues you see as the biggest barriers to improving human wellbeing. Use the 8 to complete the tournament prioritiser. Complete as a **Think-Pair-Share.**  **PowerPoint – HDI.** |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places * The reasons for spatial variations between countries in selected indicators of human wellbeing | | | | |
| ***7*** | *LI:*   * *Investigate ways of describing wellbeing, levels of development and how we define poverty.* * *Review ways to describe development, including what MEDC and LEDC mean.*   *SC:*   * *Outline the categories of wellbeing indicators.* * *Describe what is shown in Figure 4, page 507 (Jacaranda).* * *Differentiate between MEDC’s and LEDC’s*   ***Resources:***  *Jacaranda (New text) – Second Edition – Pages: 506 – 509*  *Pearson – Pages: 159 - 165*  ***Activities:***   * *Check your understanding – Jacaranda – Page 508. Questions: 1-4.* * *Apply your understanding – Page 509. Questions: 6, 7, 8* * *Review – Quantitative and Qualitative data from the previous lesson. Give students examples and ask them to identify what it would be.* * *Glossary Chart – ask students to add to*   *their glossary chart – human wellbeing, objective, subjective, cost of living.*  [*https://www.worldvision.com.au/docs/default-source/school-resources/teacher's-notes---what-is-poverty.pdf?sfvrsn=b6c98dc\_0*](https://www.worldvision.com.au/docs/default-source/school-resources/teacher's-notes---what-is-poverty.pdf?sfvrsn=b6c98dc_0) | *LI:*   * *Investigate the Human Development Index (HDI) and OECD Better Life Index.* * *Review ways of measuring and mapping human wellbeing and development.* * *Examine ways to measure differences between places.*   *SC:*   * *Outline the three key factors included in the HDI.* * *Outline ways to measure and map human wellbeing and development.* * *Define what a cartogram is. Provide examples which could be used in relation to human wellbeing.*   ***Resources:***   * ***PowerPoint – shared drive***   *Jacaranda (New text) – Second Edition – Pages: 510 – 512. Pages:525-529*  *Cambridge – Pages:178 – 179, Pages: 188 - 189*  ***Activities:***   * *Glossary Chart – add the definitions from above.* * *T-Chart – OECD Better Life Index and HDI.* * *Graphic Organiser template – Wealth and wellbeing. Students need to complete the organiser.* * [*https://www.worldvision.com.au/docs/default-source/school-resources/handout---comparing-australia-and-uganda.pdf?sfvrsn=a6463228\_0*](https://www.worldvision.com.au/docs/default-source/school-resources/handout---comparing-australia-and-uganda.pdf?sfvrsn=a6463228_0) * *A day in the life of Lucy Clip -* [*https://www.worldvision.com.au/get-involved/school-resources/detail/a-day-in-the-life-of-lucy-film-clip*](https://www.worldvision.com.au/get-involved/school-resources/detail/a-day-in-the-life-of-lucy-film-clip) * *Extension:*   *Create a choropleth map using google sheets.* ***Instructions: Page: 188 -189 Cambridge*** | *LI:*   * *Examine reasons/causes for spatial variations in human wellbeing between countries.* * *Examine how does human wellbeing vary spatially across the world and the impacts this can have.*   *SC:*   * *Outline causes of variations in wellbeing and how these causes are interconnected.* * *Outline how levels of development of places influences wellbeing.*   ***Resources:***  *Cambridge – Pages: 191 – 194*  [*https://www.populationpyramid.net/world/2023/*](https://www.populationpyramid.net/world/2023/)  ***Activities:***   * *Developing geographical skills and concepts* ***(Applying PQE Method)*** *– Describing spatial distribution using a choropleth map.*   *Define: spatial distribution. Review PQE Method.*  *(page:194 – Cambridge)*   * ***Graphic organiser*** *– table (Examining the sources/figures on pages 191-193.* * ***Analysing population pyramids*** *– Pages: 197 – 199 Cambridge* * ***Impacts of global variations in wellbeing*** *– Examine what economic inequality means, ageing population, migration (refugees, asylum seekers etc)* | *LI:*   * *Examine life expectancy and wellbeing.* * *Examine connections between life expectancy and child mortality.*   *SC:*   * *Define life expectancy.* * *Explain the reasons for variations in life expectancy across the world.* * *Explain the interconnection between life expectancy and wellbeing.*   ***Resources:***  *Jacaranda (New text) – Second Edition – Pages: 513 – 519*  *Cambridge – Page 182 - 184*  [*https://www.aihw.gov.au/reports/life-expectancy-death/deaths-in-australia/contents/life-expectancy*](https://www.aihw.gov.au/reports/life-expectancy-death/deaths-in-australia/contents/life-expectancy)  [*https://www.abs.gov.au/statistics/people/population/life-tables/latest-release*](https://www.abs.gov.au/statistics/people/population/life-tables/latest-release)  ***Activities:***  [*https://www.prb.org/resources/human-population/*](https://www.prb.org/resources/human-population/)  Look at population pyramids. Link to life expectancy.   * ***Graphic Organiser*** *– Life expectancy, Child mortality, births and deaths, maternal mortality.* * *Sustainable development Goals – link the 17 goals to Human Wellbeing and development. Pages:552 – 559 Jacaranda.* * *Analysing sources – use a selection of sources- line graphs, cartograms, choropleth maps etc.* * *Jacaranda (new) – Check your understanding – Pages:519-520. Questions: 1, 2, 3, 4, 7, 8, 9.* * *Link life expectancy back to MEDC’s and LEDC’s by using population pyramids.* |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places * The reasons for spatial variations between countries in selected indicators of human wellbeing | | | | |
| ***8*** | **Distribute Task:**  **LESSON 1**  **Assessment 2:**  **Assessment 2A (5%) – Geographical Inquiry Task – Inquiry, including completed broadsheet with bibliography.**  Students will construct a geographical broadsheet containing a wide range of sources, which can be used to propose explanations for the spatial variations between Australia and another country in selected indicators of human wellbeing. Research, collating data, completing template description and construction of broadsheet - class time 4 lessons. | **LESSON 2**  **Assessment 2:**  **Assessment 2A (5%) – Geographical Inquiry Task – Inquiry, including completed broadsheet with bibliography.**  Students will construct a geographical broadsheet containing a wide range of sources, which can be used to propose explanations for the spatial variations between Australia and another country in selected indicators of human wellbeing. Research, collating data, completing template description and construction of broadsheet - class time 4 lessons. | **LESSON 3**  **Assessment 2:**  **Assessment 2A (5%) – Geographical Inquiry Task – Inquiry, including completed broadsheet with bibliography.**  Students will construct a geographical broadsheet containing a wide range of sources, which can be used to propose explanations for the spatial variations between Australia and another country in selected indicators of human wellbeing. Research, collating data, completing template description and construction of broadsheet - class time 4 lessons. | **LESSON 4**  **Assessment 2:**  **Assessment 2A (5%) – Geographical Inquiry Task – Inquiry, including completed broadsheet with bibliography.**  Students will construct a geographical broadsheet containing a wide range of sources, which can be used to propose explanations for the spatial variations between Australia and another country in selected indicators of human wellbeing. Research, collating data, completing template description and construction of broadsheet - class time 4 lessons. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| HASS Curriculum: Key Concepts: SPICESS – Space, Place, Interconnection, Change, Environment, Scale, Sustainability   * The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places * The reasons for spatial variations between countries in selected indicators of human wellbeing | | | | |
| ***9*** | In-class Assessment  **Assessment 2B (5%)** – **In-class Validation Questions – Administered under test conditions.**  Students will use their broadsheet to complete an in-class written assessment. | *LI:*   * *Review the causes/reasons for spatial variations in human wellbeing between countries.* * *Examine variations of wellbeing in Australia. (National scale)*   *SC:*   * *Outline reasons/causes for spatial variations in human wellbeing between countries.* * *List impacts that spatial variation may have in relation to human wellbeing.* * *Outline how human wellbeing varies at a national scale.*   ***Resources:***  *Cambridge – Examine Figures on pages: 214-215.*  ***Activities:***   * *Analysing sources/figures – Apply PQE method if possible.* * *Closing the Gap Initiative – examine when, what, why, how, who.* * *Review/revision questions on previous lessons content.* | ***Revision Lesson/Catch up lesson***   * *Discuss all topics.* * *Review different sources and tips for when we answer questions with sources.* * *Discuss types of maps used to show human wellbeing and development.* * *Discuss indicators of human wellbeing and development.* |  |