

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Term 1 Unit Outline – Geography - 2024

**Year 8 HASS**

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| Year 8 Geography Term 1 | | | | |
| **Week 1** | | | | |
| Apply subject specific skills and concepts in familiar and new situations. (WAHASS74) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | SDD | Introduction to Year 8 Course, Assessments and Geography | Introduction to Geography and SPICESS. | |
| **Learning Intentions** | SDD | **Understand** what the expectations are for the classroom and what the non-negotiables are in class. | **Understand** what is covered in the Year 8 Geography Course and what assessments they will have this term. | **Understand** what the types of Geography are; what geography is and the key concepts involved in the study of geography. |
| **Success Criteria** | SDD | students can **identify** and **describe** what the non-negotiables are in the HASS classroom are and why they are required. | **Explain** what geography is.  **Compare and contrast** the two different types of geography. | **Explain** Geography.  **Describe** the two types of Geography. |
| **Resources** | SDD | Teachers Choice | Assessment Outline  Student Planner | Learning Area Drive. |

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| Landforms and Landscapes | | | | |
| **Week 2** | | | | |
| The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) ([ACHGK048](http://www.scootle.edu.au/ec/search?accContentId=ACHGK048)). The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples ([ACHGK049](http://www.scootle.edu.au/ec/search?accContentId=ACHGK049)) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic** | Introduction to and types of landforms and landscapes. | Characteristics of landforms. | Significance of different landforms and landscapes. | Earths Structure and Introduction to Tectonic Plates. |
| **Learning Intentions** | **Explore** the different types of landscapes (for example, coastal, riverine, arid, mountain and karst) | **Understand** the unique characteristics of different landforms as well as the differences between landforms and landscapes. | **Explore** how people interact with and value different landforms and landscapes, and why these landforms should be protected. | **Explore** the structure of the earth, and the tectonic plate formations on the earth's crust. |
| **Success Criteria** | **Define** landforms and landscapes and **describe** the differences between the two. | **Describe** the differences between landforms and landscapes. **Identify** the different characteristics of some of the main landforms. | **Explain** how people assign value to and interact with landscapes that are valued. **Outline** a landscape that is of value to themselves. **Describe** why landscapes and landforms should be protected and how. | **Identify** the four different layers that make up the structure of the earth.  **Define** Tectonic Plates.  **Describe** various tectonic plate movements and **identify** where around the world these occur. |
| **Resources** | Learning Area Drive  <http://www.geogspace.net.au/Core%20units/Years%207-8/Exemplars/y8-exemplars-y8-illus1.php>  <https://digital-classroom.nma.gov.au/learning-modules/landforms-and-landscapes-defining-moments> | Learning Area Drive  Drawing Landforms and Landscapes activity  <https://mgscyear8geography.weebly.com/landscapes-and-landforms.html>  <https://www.teachjunkie.com/sciences/landforms-for-kids-activities/>  <https://www.nagwa.com/en/plans/892191821906/> | Learning Area Drive  <https://digital-classroom.nma.gov.au/learning-modules/landforms-and-landscapes-defining-moments>  <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=2221a8df-5d57-40b1-b04b-5f3c13a9d542&SearchScope=Teacher>  https://prezi.com/hl1nor60aa6b/valuing-landforms-and-landscapes/ | Learning Area Drive  <https://www.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.lp_platetectonics/plate-tectonics/>  <https://www.sciencelessonsthatrock.com/blog/plate-tectonics-activities> |

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| **Week 3** | | | | |
| The geographical processes that produce landforms, including a case study of **one** type of landform, such as mountains, volcanoes, riverine or coastal landforms ([ACHGK050](http://www.scootle.edu.au/ec/search?accContentId=ACHGK050)). | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | Tectonic Plate movements | Mountain Forming | Geographical processes | Effects of Geographical processes. |
| **Learning Intentions** | **Explore** the different tectonic plate boundaries and the various movement that occurs at these boundaries | **Explore** and **understand** how mountain landforms are formed. | **Explore** the geographical processes that are involved in the formation of landscapes. | **Explore** the complex interactions that exist between geographical processes and landscapes; including their formation and change over time. |
| **Success Criteria** | **Describe** various tectonic plate movements and **identify** where around the world these boundary and movement types occur. | **Identify** the several types of mountains.  **Explain** how mountains are formed, focusing on tectonic plates and the formation of the earth's surface. | **Identify** and **define** the geographical processes of erosion, weathering, deposition, tectonic forces and transportation. | **Explain** the interconnection between geographical processes and landscapes.  **Identify** reasons how and why landforms and landscapes need to be preserved and protected. |
| **Resources** | Learning Area Drive  Oreo tectonic plates activity  https://manoa.hawaii.edu/sealearning/grade-4-earth-science-topic-2-activity | Learning Area Drive  <https://www.thechaosandtheclutter.com/archives/how-fold-mountains-are-made>  <https://www.teachengineering.org/lessons/view/cub_rock_lesson04> | Learning Area Drive  <https://mgscyear8geography.weebly.com/landscapes-and-landforms.html>  <https://thesciencepenguin.com/2016/02/erosion.html>  https://www.generationgenius.com/wp-content/uploads/2018/03/Weathering-and-Erosion-Lesson-Plan-GG.pdf | |

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| **Week 4** | | | | |
| The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche) ([ACHGK053](http://www.scootle.edu.au/ec/search?accContentId=ACHGK053)) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | Introduction to Geomorphic hazards and types. | Types and causes of volcanoes | CATCH UP LESSON IF NEEDED  OR  Earthquakes | Effects of Geomorphic Hazards; with a focus on earthquakes. |
| **Learning Intentions** | **Explore** how movements within the earth's crust create different geomorphic hazards. | Explore how movements within the earth’s crust create volcanic landforms; and the different types of these volcanic landforms. | **Explore** the effects that volcanoes have on people and how to prepare for them. | **Explore** the effects of different categories of earthquakes. |
| **Success Criteria** | **Identify** different geomorphic hazards and **describe** each and how they occur. | **Identify** the different types of volcanic landforms; and differentiate between them. **Describe** how volcanoes occur at plate boundaries. | **Explain** the geomorphic movements that create earthquakes. **Identify** and **outline** the different categories of earthquakes. **Discuss** how earthquakes are measured. | **Explain** how tsunamis are formed. **Discuss** effects of earthquakes on people and **places**. **Identify** and **discuss** factors that increase vulnerability. |
| **Resources** | Learning Area Drive  <https://www.teachengineering.org/curricularunits/view/cub_natdis_curricularunit>  <https://www.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.lp_nathazards/natural-hazards/>  <https://educators.brainpop.com/lesson-plan/natural-disasters-lesson-plan-cause-effect/> | Learning Area Drive  <https://volcano.oregonstate.edu/volcanoes-lesson-5> | Learning Area Drive  <https://www.slideshare.net/shruthibelliappa155/earthquake-ppt-59275124> | Learning Area Drive  (Practical Lesson or Surviving an earthquake)  <https://www.youtube.com/watch?v=mMnEXukSmdg>  <http://stem-works.com/subjects/8-earthquakes/activities>  <https://earthquake.usgs.gov/learn/kids/kidsLearningLinks.php>  <https://www.teachengineering.org/activities/view/cub_natdis_lesson03_activity1> |

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| **Week 5** | | | | | |
| How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard) ([ACHGK053](http://www.scootle.edu.au/ec/search?accContentId=ACHGK053)) | | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | |
| **Topic:** | **ASSIGNMENT 1** / RESEARCH LESSONS  BOOK COMPUTERS.  **X2** | | | |
| **Learning Intentions** |
| **Success Criteria** |
| **Resources** |

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| **Week 6** | | | | |
| Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information) (WAHASS69) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | Public Holiday | **ASSIGNMENT 1** / RESEARCH LESSONS  BOOK COMPUTERS.  **X3** | | |
| **Learning Intentions** |
| **Success Criteria** |
| **Resources** |

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| **WEEK 7 (HASS WEEK)** | | | | | |
| How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards ([ACHGK053](http://www.scootle.edu.au/ec/search?accContentId=ACHGK053)) | | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | | **Lesson 4** |
| **Topic:** | Assessment 1 | Earthquakes practical lesson | Introduction to urbanisation | Urbanisation and Settlement | |
| **Learning Intentions** |  | **Explore** an earthquake geomorphic hazard, and how structures can help to limit their effects. | **Explore** spatial patterns of urbanisation. | | **Explore** patterns of urbanisation, with a focus on Australia. |
| **Success Criteria** |  | **Create** a structure that can withstand an earthquake. **Comment** on the interconnection between earthquakes and city structures. | **Define** the term urbanisation.  **Interpret** spatial distribution of urban areas and provide reasons for this. | | **Explain** patterns of urbanisation of urbanisation, with a focus on Australia, including cause and effect. |
| **Resources** |  | Learning Area Drive  <https://www.lhschools.org/SpaghettiEarthquake.aspx>  <https://www.instructables.com/Spaghetti-Marshmallows-and-Earthquake-Preparedness/>  <https://www.teachengineering.org/activities/view/cub_mechanics_lesson10_activity1>  <https://www.pinterest.com.au/pin/250935010467247396/>  <https://www.youtube.com/watch?v=0qAXwjFEyAA> | Learning Area Drive  <https://www.australiancurriculumlessons.com.au/2017/04/08/changing-nations-population-shift-geography-lesson-year-89/>  <https://teachers.thenational.academy/lessons/megacities-c8r62e>  <https://www.slideshare.net/shifhanaaneezmohamed/urbanisation-43540654>  <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=79940&printable=1> | Learning Area Drive  <https://sites.google.com/site/hasschangingnations/Tasks>  <https://mgscyear8geography.weebly.com/urbanisation.html>  <http://www.geogspace.net.au/Core%20units/Years%207-8/Exemplars/y8-exemplars-y8-illus2.php>  https://www.nationalgeographic.org/activity/introduction-human-migration/ | |

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| Changing Nations | | | | |
| **Week 8** | | | | |
| The causes and consequences of urbanisation in Australia and **one** other country from the Asia region ([ACHGK054](http://www.scootle.edu.au/ec/search?accContentId=ACHGK054)). The reasons for, and effects of, internal migration in Australia ([ACHGK056](http://www.scootle.edu.au/ec/search?accContentId=ACHGK056)). The reasons for, and effects of, international migration in Australia ([ACHGK058](http://www.scootle.edu.au/ec/search?accContentId=ACHGK058)). | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | Internal and international migration. | Consequences and impacts of urbanisation. | **Assessment 2:** Documentary Analysis |  |
| **Learning Intentions** | **Explore** the cause of effects of internal and international migration, with a focus on Australia. | **Explore** the consequences and impacts of urbanisation, in Australia and around the world. | **Explore** the consequences of urbanisation and changes that have been made in a specific case study of a city. | **Explore** how to take notes effectively whilst watching a documentary to assist in answering questions. |
| **Success Criteria** | **Explain** patterns of migration.  **Discuss** reasons for migration.  **Examine** the effects of migration, in Australia. | **Explain** and **discuss** the social, environmental and economic effect of Urbanisation in Australia and around the world. | **Identify** the city studied.  **Discuss** the push and pull factors for urbanisation in this location.  **Evaluate** the effectiveness of developments that have been made in this location | **Create** an organiser of notes compiled whilst watching assigned documentary in class.  **Refer** to compiled notes to answer validation questions on topic. |
| **Resources** | Learning Area Drive  <https://www.geographypods.com/3-migration.html>  <https://www.slideshare.net/KatiArmstrong1/push-vs-pull-factors-and-immigration>  <https://www.slideshare.net/tudorgeog/migration-and-push-pull-factors>  <https://www.slideshare.net/shifhanaaneezmohamed/urbanisation-43540654> | Learning Area Drive  <http://lumengeo.weebly.com/causes-and-consequences-of-urbanisation.html>  <https://ed.ted.com/lessons/urbanization-and-the-future-of-cities-vance-kite>  <https://sites.google.com/site/hasschangingnations/Tasks/urbanisation> | **Assessment 2**  Learning Area Drive | **Assessment 2** |

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| **Week 9** | | | | |
| The causes and consequences of urbanisation in Australia and **one** other country from the Asia region ([ACHGK054](http://www.scootle.edu.au/ec/search?accContentId=ACHGK054)) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | Catch Up Lesson  Validation | Developing a sustainable city. |  | |
| **Learning Intentions** |  | **Explore** how to sustain our cities in the future with increasing numbers of urbanisation. |  |  |
| **Success Criteria** |  | **Create** a city/town and apply sustainable characteristics in order to minimise the effects of urbanisation. |  |  |
| **Resources** |  | Build a sustainable city - activity.  <https://www.stem.org.uk/resources/elibrary/resource/477197/my-green-city>  Minecraft for education – build a sustainable city.  <http://education.minecraft.net/en-us/lessons/preventing-urban-spread>  <https://education.minecraft.net/en-us/lessons/craft-future-lesson-1-4>  <https://education.minecraft.net/en-us/lessons/urbanisation-sustainability>  <https://education.minecraft.net/en-us/lessons/city-of-the-future> |  | |

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| **Term 2 Week 1** | | | | |
| The causes and consequences of urbanisation in Australia and **one** other country from the Asia region ([ACHGK054](http://www.scootle.edu.au/ec/search?accContentId=ACHGK054)) | | | | |
|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **Topic:** | SDD | **Catch up Lesson**  **Review with students** | **Lesson 1** |  |
| **Learning Intentions** |  |  | REVISION LESSON | |
| **Success Criteria** |  |  | **Explore** all topics covered this term. | |
| **Resources** |  |  | Learning Area Drive  <https://www.brainscape.com/subjects/year-8-geography>  <https://wordwall.net/resource/782999/year-8-geography-revision>  https://www.educationquizzes.com/ks3/geography/ | |

Term 2, Week 2 Monday 22nd April Students Complete Test