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| Year 9- Geography Unit Outline- Term 1 2024 Semester One 2024 | | | | | |
| * Introduction to Geography, Skills in Geography, Biomes , Food Security , Connecting people and place – tourism, Connecting with our places – trade | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| 1 | * Lessons maybe used with PD this week * Term: 1 begins on Wednesday- 3 Day Week   Lesson: 3 Remind students on Lesson: 2 to bring their colour in materials  **Weekly Learning Intentions:**  *Week 1 Learning Intentions:*  *1. Define the study of Geography.*  *2. Understand the key concepts of Geography.*  *3. Describe skills used in the study of Geography.*   * 29-30 January 2024   SDD | Introduction lesson  Lesson for setting expectations for classroom/introduction to HASS/icebreakers etc/ Topics covered this semester:   * Skills in Geography one lesson a week * Biomes * Food Security * Connecting people and place – tourism * Connecting with our places – trade   **Learning Intention (LI):** Revise the term Geography, SPICESS  **Success Criteria (SC):** Can recall/define the definition of Geography. Able to list and provide examples of SPICESS | **Learning intention (LI):** Revise SPICESS, SHEEP T, PQE & Key Concepts (KC)  **Success criteria (SC):** Recall spices. List and provide examples of SPICESS, SHEEPT & PQE | **Learning intention (LI):** Introduce skills in Geography and develop the ability to describe spatial relationships in thematic maps.  **Success criteria (SC):** Able to state the types of skills in Geography and be able to identify a thematic map additionally describe relationships in thematic maps |  |
|  |  | **Suggested Lesson Activities:**  Intro. Geography and SPICESS PowerPoint (HASS Drive)  Textbooks : Jacaranda Pages 354-357  Worksheets:  Concept map of key geographical concepts  Definition and match worksheet  Videos:  Fun video- Can you answer these 3  Geography Questions  [**https://www.youtube.com/watch?v=4E0BsSo93HI**](https://www.youtube.com/watch?v=4E0BsSo93HI)  [What is Geography? (youtube.com)](https://www.youtube.com/watch?v=tOqmtWQa-JQ)  **Suggested Resources:**  SPICESS concept map Handout  Definition and match worksheet | **Suggested Resources:**  Introduction to Geography:  **Worksheets:**  Worksheet: Definition of the study of Geography and the 2 branches of geography (human and physical)  Mix and match worksheet  Video  [SPICESS – Geo Skills (youtube.com)](https://www.youtube.com/watch?v=uetK1CCNwF4) | **Suggested lesson activities:**  **Worksheet:**  **Worksheet pages 4 and 5 on shared drive -** Skill Builder: Describing spatial relationships in thematic maps   * Skills in Geography Page 361 Jacaranda   Textbook: Jacaranda Page 363  12.4 Skill Builder  <https://content2.learnon.com.au>  **Learn On:**  Use LearnOn interactive 12.4 Jacaranda with worksheet on shared drive :  Learn on > 12 Geography concepts and skills > 12.3 skills in Geography  Video lessons 12.4  Interactivities 12.4  Video: What is a map?  <https://www.youtube.com/watch?v=iHEMOdRo5u8> |  |
|  |  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| 2 |  | **Learning intention (LI):** Understand key terms; Biome, Ecosystem and understanding that ecosystems are communities of living things together with the physical environment that sustains them.  **Success criteria (SC):** Able to state the definition of the key terms and explain with examples. | **Learning intention (LI):** Able to describe the distribution of the Earths major biomes and identify the similar characteristics that biomes share  **Success criteria (SC):** Identify and name the Earths major biomes | **Learning intention (LI):** able to identify and explain the factors that influence the development of biomes and explain why biomes vary across the surface of the Earth.  **Success criteria (SC):** State the influences on the development of biomes and explain the distribution of biomes on Earth | **Learning intention (LI):** Able to explain why Australia has such a diverse range of biomes  **Success criteria (SC):** list the different types of biomes found in Australiaand able to discuss the diversity of biomes |
|  |  | **Activity:**  **Y-Chart**  **Students work in groups/ pairs**  **Each group reaches a different biome which they will have to describe using the Y-chart**  **Cambridge Pages 109-110**  **Activity 6.1 Page 110**  **Video:**  [**https://www.youtube.com/watch?v=KQF9WdZrH\_c**](https://www.youtube.com/watch?v=KQF9WdZrH_c) | **Suggested lesson activities:**   * Image analysis Colour in the biomes map worksheet with the key and add in the latitudes- use Figure 1 on Page 402 * Worksheet world climate and biome zones * Page 405 Jacaranda, Exercise 13.2 * Pearson Year 9 P80-81   World Biomes  <http://www.blueplanetbiomes.org/world_biomes.htm>  Videos:  Biomes song introduction clip ‘my Biome’: <https://www.youtube.com/watch?v=0A5eeE93uEA>  Introduction to Biomes  <https://www.youtube.com/watch?v=hIy0ZlyPPDg> | **Suggested lesson activities:**   * Jacaranda Page 405-409   Exercise 13.3 page 409   * Cambridge Pages 110-115   Developing Geographic skills 6.1 page 112 (Thematic map)  Review 6.3 page 115 (extension exercise)   * Matching worksheet | **Suggested lesson activities:**   * Jacaranda Pages 410- 413   Exercise 13.4 page 413  PowerPoint on shared drive: Australia’s Major biomes  **Video:**  **Ask the Bureau: Why do we have different climates across Australia?**  [**https://www.youtube.com/watch?v=uSVef2Esn9k**](https://www.youtube.com/watch?v=uSVef2Esn9k)  **Game:** on shared drive  **Can you guess?**  Divide the class into two teams.  A team member comes to the front of the class, draws the card and needs to describe the word without using the words on the card.  Team that guesses correctly gets a point. |
| 3 |  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
|  | Book computers for lesson 1&2 If you using the Jacaranda activity  Internet outline | **Learning intentions (LI) Able to identify the major staple foods throughout the world, and how the production of these is interconnected with climate.**  **Success criteria (SC): List the major staple foods. Analyse and discuss the interconnection with climate and food.**  **Glossary: biofuel, per capita, arable** | **Learning intentions (LI) Able to explain and food security and understand analyse scatter graphs**  **Success criteria (SC): Define food security and explain a few reasons for food insecurity**  **Glossary: food security, malnourished, undernourished** | **Learning intentions (LI) Able to describe the impacts of land degradation and competing demands for land on food security**  **Success criteria (SC) Able to discuss and explain land degradation and the impacts.**  **Glossary: desertification, marginal land** | **Learning intentions: Understand the pressures placed on surface water and ground water and the relevance of this in maintaining food security.**  **Success criteria : Describe and explain the various pressures placed on water**  **Glossary:**  **Aquifer(draw diagram on board), water stress, scarcity** |
|  |  | **Suggested activities :**  **Worksheet for the activity on the shared drive: Environmental factors activity**   * **Create a mind map on A3 paper: Page 425-426 Jacaranda 13.6 Activity** * **Use figure:7 on page 425 Jacaranda** * Internet outline**Investigate how Mexico or a country in West Africa or Eastern Europe could improve the sustainability of its agriculture. Students research and present**   **their findings.**  **Or**   * **Cambridge 117-118**   **Activity 6.2**  **Case study 6.1**  **Websites:**  [**https://ourworldindata.org/food-supply#all-charts**](https://ourworldindata.org/food-supply#all-charts)  **Charts on food supply** | **Suggested activities :**  **Introduction video on Food security on shared drive:**   * **Have students copy the definition from the video** * **There are also discussion points on the video**   **Jacaranda Pages 476-480**  [**https://impact.economist.com/sustainability/project/food-security-index/**](https://impact.economist.com/sustainability/project/food-security-index/) **The food security index (scroll to the end of the page)**  **Activity 14.2 page 480**   * **Question: 1 & 2 page 480 Jacaranda** * **Computers required for research**   Internet outline  **Or**  **Worksheet: Bangladesh Photo Kit – shared drive**  **Food security game: Shared drive (20 minutes)**  Video linked to Bangladesh worksheet  [**https://www.youtube.com/watch?v=uX\_GzqOV\_e4&t=14s**](https://www.youtube.com/watch?v=uX_GzqOV_e4&t=14s)  **Or**  **14.2 Exercise**  **Use Jacaranda learn on to work with your students -marking key** | **Suggested activities :**  **Power Point: Shared Drive**  **Worksheet: shared drive Protecting Biomes Australian Land Degradation (Exit ticket on PowerPoint)**   * **Worksheet Jacaranda based on Page 482 shared drive** * **14.3 Exercise Jacaranda page 486**   **Use Jacaranda learn on to work with your students -marking key**  **Websites**  [**https://www.unccd.int/news-stories/press-releases/least-100-million-hectares-healthy-land-now-lost-each-year#:~:text=Between%202015%20and%202019%2C%20the,and%20ecosystems%20around%20the%20globe**](https://www.unccd.int/news-stories/press-releases/least-100-million-hectares-healthy-land-now-lost-each-year#:~:text=Between%202015%20and%202019%2C%20the,and%20ecosystems%20around%20the%20globe)**.**  **UN on land degradation** | **Suggested activity:**  **Pages 487-489**  **Jacaranda Page 489**  **Ex 14.4**  **Or**  **Power Point and worksheet water scarcity**  **PowerPoint matches the worksheets**  **or**  **Netflix documentary- worksheet on shared drive with video- 18 minutes**  **Website- video:**  [**https://www.youtube.com/watch?v=OCzYdNSJF-k**](https://www.youtube.com/watch?v=OCzYdNSJF-k) **Water crisis** |
| 4 |  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
|  | Lesson 2 maybe interrupted by Photo Day | **Learning Intentions: Students will be able to describe and explain the possible impacts of climate change on food production**  **Success criteria: Explain the various ways in which climate change can affect different aspects of food production, such as crop yields, livestock productivity, and fisheries.** | **Learning intention: Explain the prevalence and impacts of hunger, the challenges to food production and the factors affecting food production**  **Success criteria: Can list and describe various challenges to food production in farming**  **Glossary: Hunger** | **Learning intention: Students will be able to compare and evaluate various strategies for improving food production and reducing food waste**  **Success criteria:**  **Be able to notice relationships with information and identify strategies for food production**    **Glossary: Genetically modified , arable** | **Learning intentions:**  **Able to identify different types of food aid, describe how it is delivered and explain who contributes to global food aid**  **Success criteria:**  **Explain food aid and list the sources of food aid**  **Glossary: anthropogenic** |
|  |  | **Suggested activities:**  **KWL Chart:** Student (individually) complete the chart based on their current knowledge on climate change , want to know about climate change and what they have learned this lesson (before engaging with the content and after) KWL – On shared Drive or Use **A4 Paper/A3 and have students fold it into 3 sectors**  **Video:** climate change shared drive  Ask questions (relating to the video)   * Name the food types that are getting affected by climate change? * List the 3 types of staple crops   **Suggested activities**  **FoodSpan activity**  PowerPoint linked with the worksheet  **Or**  **Jacaranda pages 490-493**  14.5 Exercise Page 493  **Or**  Design a Green Island on shared drive | **Suggested activities**  **Think Pair and Share**  What will we eat in 2023?  &  **Food for thought worksheet** (student choose the most relevant statements and write a paragraph) Work in Pairs  **On shared drive**  **Worksheet**  Feeding the world population- shared drive  or  Jacaranda pages 497-500  14.7 Exercise page 500 | **Suggested activities**  **Game: on shared drive “line it up”**   * Divide students into groups of no more than 6-8 and provide each group with a copy of the “Line It Up” task cards and the labels. * Explain to students that this lesson is all about activating prior knowledge so it doesn’t matter if they aren’t extremely familiar with the logistics and impacts of each option.   Ask students to discuss each option and then line them up in order from the ones they think would be the most impactful to least impactful.  **Worksheet:**  **Food production- shared drive**  **Jacaranda page 507**  **Exercise 14.8** | **Suggested activities**  **Worksheet:**  Support for people facing hunger- shared drive  Or  14.9 ex page 511 Jacaranda |
| 5 |  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
|  | Lessons 2-4 will assist in their 2nd assessment: infographics | **Assessment: 1**  Students to write  Provide students with reading time 10 minutes | LI: Students will be able to explain population pyramids  SC: Able to compare two different population pyramids  **Glossary:** fertility, demographic, mortality | LI: Revision for students to be able to explain population pyramids  SC: Able to compare two different population pyramids  **Glossary:** fertility, demographic, mortality , population boom | LI: Students will be able to understand the impacts of climate change on food security  SC: Create a table showing the impacts of climate change on food security  **Glossary:** regenerative agriculture |
|  |  |  | **Suggested activities**  PowerPoint: Population pyramid  Worksheet linked with PowerPoint.  &  Extension worksheet on population pyramids | **Suggested activities**  **Video: introduction**  [Mapping global population and the future of the world (youtube.com)](https://www.youtube.com/watch?v=Ur77lDetI9Q) **Guiding questions for the video:**  **Remind students this video is from 5 years ago: we currently over 8 billion people world wide**  Which countries are predicted to have the fastest population rises?  Why is the world’s population rising?  What is a population boom?  **Textbook Jacaranda** Page 514-515  Ex 14.10 | **Suggested activities:**  Analysis Questions on Cambridge page 167 &  Act 6.4 Cambridge Page 167  Textbook Year 9 Cambridge pages 161-167 |

**Week 6 – 3-4 lessons completing Task 2 – Part A and Part B**

**See Task sheet. (1 lesson must be booked with computers)**

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| **Geographies of Interconnections** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *The way transportation, and information and communication technologies are used to connect people to*[*services*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/services)*, information and people in other places (*[*ACHGK066*](http://www.scootle.edu.au/ec/search?accContentId=ACHGK066)*)* | | | | | |
| 7 | *Start of a new topic* | **LI:** Introduce the concept of Interconnection.  **LI:** Understand what “Time-Space Convergence” means. (The Shrinking World)  **SC:** Able to describe what interconnection means and provide examples that describe the concept.  **SC:** Can explain the meaning of Time-Space Convergence and provide real world examples to support their explanation. | **LI:** Understand the ways that ICT are used to connect people to services, information and people in other places.  **SC:** Able to describe what ICT is and list examples of how it has enabled our world to become more interconnected. | **LI:** Understand the difference between real vs. virtual spaces.  **SC:** Can differentiate between real and virtual spaces and provide examples. | **LI:** Understand the ways that places and people are interconnected with other places through trade in goods and services.  **SC:** Able to explain with examples how trade in goods has connected places around the world. |
| **Suggested Lesson Activities:**  Changing Space PowerPoint (resources folder)  <https://www.youtube.com/watch?v=mLg8SPCIWMg> 9 minutes  <https://www.youtube.com/watch?v=Nn-ym8y1_kw>  shrinking world video  Changing Space PowerPoint (Resources Folder) | **Suggested Lesson Activities:**  Documentary/Notetaking Activity:  Generation X – The Geek Shall Inherit the Earth (43 minutes)  [www.dailymotion.com/video/x3uzp4y](http://www.dailymotion.com/video/x3uzp4y)  Pearson 9 Textbook – pages 134 – 137  Cambridge Go – use new text and resources | **Suggested Lesson Activities:**  Pearson 9 Textbook – pages 140 - 141  Cambridge – new text book | **Suggested Lesson Activities:**  Pearson 9 Textbook – Chapter Trade: Connecting people and places pages 138 – 139  Cambridge Go and new text book resources  TNC – Definition and examples |

**Please use Learning Areas drive resources.**

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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *The way transportation, and information and communication technologies are used to connect people to*[*services*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/services)*, information and people in other places (*[*ACHGK066*](http://www.scootle.edu.au/ec/search?accContentId=ACHGK066)*)*  *The ways that places and people are interconnected with other places through*[*trade*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/trade)*in*[*goods*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/goods)*and*[*services*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/services)*, at all scales (*[*ACHGK067*](http://www.scootle.edu.au/ec/search?accContentId=ACHGK067)*)* | | | | | |
| 8 |  | **LI:** Understand the ways that transport innovations have led to trade and connected people to services, information and people in other places.  **SC:** Able to list major innovations in transportation and how this had created greater interconnectedness. | **LI:** Understand how people impact places (culture, economics, history, technology, population etc.) **SC:** Able to describe how people impact places and provide examples. | **LI:** Understand how interconnection impacts on culture – through cultural diffusion and adaption.  **SC:** Able to explain with examples cultural diffusion, adaption and list elements of culture. | **Catch up lesson.**  **Please use this lesson to make sure you have covered all areas from Week 7 and Week 8.** |
| **Suggested Lesson Activities:**  Changing Space PowerPoint (Resources folder).  Pearson 9 Textbook – Chapter – Staying Connected via Transport  PDF – How to teach a great unit on Geographies of Interconnections – China and Australia | **Suggested Lesson Activities:**  Pearson 9 Textbook – Chapter Impact of people on places pages 142 – 143  Cambridge Go and text resources | **Suggested Lesson Activities:**  Pearson 9 Textbook – Chapter Cultural Diffusion and Adaption pages 144 – 147 |  |

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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (*[*ACHGK069*](http://www.scootle.edu.au/ec/search?accContentId=ACHGK069)*)*  *The perceptions people have of*[*place*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/place)*, and how this influences their connections to different places (*[*ACHGK065*](http://www.scootle.edu.au/ec/search?accContentId=ACHGK065)*)* | | | | | |
| 9 |  | **LI:** Understand the concept of personal geography and how this is expanded through tourism.  **SC:** Able to describe with examples personal geography and how this is effected by tourism. | **LI:** Understand the importance of tourism on Australia’s economy.  **SC:** Able to describe the effect of tourism on Australia’s economy and provide examples of Australia’s major tourist attractions and activities. | **LI:** Understand how sport relates to the concept of interconnection.  **SC:** Able to explain with examples of who sport contributes to our world becoming more interconnected, with the support of relevant, real world examples. | **LI:** Understand what perception is and how we have perception of places.  **SC:** Able to define perception of places and provide examples. |
| **Suggested Lesson Activities:**  Pearson 9 Textbook – pages 148 – 150 | **Suggested Lesson Activities:**  Pearson 9 Textbook – Chapter Tourism and tourism in Australia Pages 152-155  Australian Tourism Advertisements | **Suggested Lesson Activities:**  Pearson 9 Textbook – Chapter Sport pages 156 – 157 | **Suggested Lesson Activities:**  Pearson 9 Textbook – Chapter Perception and use of places pages 118 – 119  Activity: Photos of famous places around the world – ask students “What would it be like to be there? What would you see, hear, feel etc” how have they arrived at these perceptions if they have never physically been there? |