

Year 10 plan — Victorian Curriculum: Geography

Implementation year: 2017

School name: Kyabram P-12 College

Prepared By: Rowena Morris

Identify Curriculum	Curriculum Booklet Descriptor	<p>There are two contexts studied in Year 10 Geography: Environmental Change and Management and Geographies of Human Wellbeing.</p> <p>Environmental Change and Management focusses on investigating environmental geography through an in-depth study of a specific environment. The contexts begin with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews including those of Aboriginal and Torres Strait Islander Peoples that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.</p> <p>Geographies of Human Wellbeing focusses on investigating global, national and local differences in human wellbeing between places. This context examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.</p>
	Achievement standard	<p>By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.</p> <p>They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.</p> <p><small>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</small></p>
	Reporting Descriptor	<p>Students investigated the impact of environmental change on a range of environments. They examined possible responses to this change and developed action plans to repair or prevent environmental damage. Students also investigated indicators of human wellbeing, comparing various factors which contribute to wellbeing on a local, national and international scale.</p>

Teaching and learning	Unit Overview	Unit 1 – Environmental Change and Management	Unit 2 – Geographies of Human Wellbeing
	<i>Teaching Hours: 80</i>	<ul style="list-style-type: none"> Different types and distribution of environmental changes and the forms it takes in different places (VCGGK144) Environmental, economic and technological factors that influence environmental change and human responses to its management (VCGGK145) Environmental worldviews of people and their implications for environmental management (VCGGK146) Causes and consequences of an environmental change, comparing examples from Australia and at least one other country (VCGGK147) Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148) Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country (VCGGK149) Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127) Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128) Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129) Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132) 	<ul style="list-style-type: none"> Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150) Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151) Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152) Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153) Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154) Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127) Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128) Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129) Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130) Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131) Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)

Develop assessment	Assessment		
		Unit 1	Unit 2
Make judgments and use feedback	Assessment	Assessment	Assessment
	Moderation	<p>Geographical Inquiry and Action Plan</p> <p>Learning Task: <i>Students are required to investigate a specific environmental change in Australia and one other country.</i></p> <p>Outcome: <i>On completion of this unit, students will be able to investigate a specific environmental change in Australia and one other country.</i></p>	<p>Self-directed assessment project</p> <p>Learning Task: <i>Students are required to examine the different concepts and measures of human well-being and spatial differences in well-being, and evaluate the differences from a variety of perspectives.</i></p> <p>Outcome: <i>On completion of this unit, students will be able to examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives.</i></p>
		Within classes using a common assessment rubric.	Within classes using a common assessment rubric.

Year 10 Geography: review for balance and coverage of content descriptions.

Geographical Knowledge and Understanding		
	1	2
Environmental Change and Management		
Different types and distribution of environmental changes and the forms it takes in different places (VCGGK144)	*	
Environmental, economic and technological factors that influence environmental change and human responses to its management (VCGGK145)	*	
Environmental worldviews of people and their implications for environmental management (VCGGK146)	*	
Causes and consequences of an environmental change, comparing examples from Australia and at least one other country (VCGGK147)	*	
Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148)	*	
Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country (VCGGK149)	*	
Geographies of Human Wellbeing		
Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing (VCGGK150)		*
Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia (VCGGK151)		*
Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)		*
Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (VCGGK153)		*
Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries (VCGGK154)		*

Geographical Inquiry and Skills		
	1	2
Place, Space and Interconnection		
Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)	*	*
Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)	*	*
Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)	*	*
Data and Information		
Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources (VCGGC130)	*	*
Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC131)	*	*
Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC132)	*	*