# Year 8 plan — Victorian Curriculum: Humanities Semester Two (Geography/Civics & Citizenship)

**Implementation year: 2017**          **School name: Kyabram P-12 College**          **Prepared By: Rowena Morris**

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| **Identify Curriculum** | **Curriculum Booklet Descriptor** | In Year 8 Geography, students study two units – Changing Nations and Landforms and Landscapes. 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 context explores the process of urbanisation and draws on a study of a country of 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 context then examines issues related to the management and future of Australia's urban areas. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This context examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.<br><br>The Year 8 Civics and Citizenship curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. |
| | **Achievement standard** | By the end of Level 8 Geography, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes. They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information.<br><br>By the end of Level 8 in Civics & Citizenship, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia's legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.<br><br>By the end of Level 8 in the Ethical Capability, students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. They articulate how criteria can be applied to determine the importance of ethical concerns. Students analyse the differences in principles between people and groups. They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. They analyse the role of context and experience in ethical decision-making and action.<br><br>By the end of Level 8 in the Intercultural Capability, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations. Students understand the challenges and benefits of living and working in culturally diverse communities. |
| | | Source:  Victorian Curriculum | 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright |
| | **Reporting Descriptor** | Students undertook studies in Geography and Civics and Citizenship. Students investigated the cause and effects of urbanisation in Australia, China and Bangladesh. They also examined the various landscapes and landforms in the world, with a focus on the ways in which all Australians, particularly Indigenous Australians, value landscapes. Students then conducted a geomorphological hazard inquiry, researching a hazard of their choice. In Civics and Citizenship, students analysed the Universal Declaration of Human Rights and explained how these relate to Australian society. Students also discussed and examined the process for law making in Australia's parliament. |

| | Unit Overview | Unit 1 – Changing Nations | Unit 2 – Landforms and Landscapes | Unit 3 – Civics and Citizenship |
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| **Teaching and learning** | Teaching Hours: 60 | • The causes and consequences of urbanisation, drawing on a study from Indonesia (VCGGK122)<br>• The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences (VCGGK123)<br>• The reasons for and effects of international migration to Australia (VCGGK124)<br>• The reasons for and effects of internal migration in Australia and China (VCGGK125)<br>• The challenges of managing and planning Australia's urban future (VCGGK126)<br>• Explain processes that influence the characteristics of places (VCGGC099)<br>• Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)<br>• Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)<br>• Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)<br>• Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)<br>• Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)<br>• Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU015)<br>• Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017)<br>• Discuss the role of context and experience in ethical decision-making and actions (VCECD018)<br>• Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015) | • Different types of landscapes and their distinctive landform features (VCGGK116)<br>• Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117)<br>• The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118)<br>• Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119)<br>• Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)<br>• Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121)<br>• Explain processes that influence the characteristics of places (VCGGC099)<br>• Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)<br>• Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)<br>• Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)<br>• Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103)<br>• Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104)<br>• Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017)<br>• Discuss the role of context and experience in ethical decision-making and actions (VCECD018) | • Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (VCCCG019)<br>• Explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action (VCCCG020)<br>• Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (VCCCL023)<br>• Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)<br>• Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013)<br>• Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)<br>• Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VCICCD016)<br>• Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)<br>• Investigate human rights and discuss how these contribute to a cohesive community (VCPSCSO039)<br>• Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups (VCECU014)<br>• Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU015)<br>• Investigate criteria for determining the relative importance of matters of ethical concern (VCECU016)<br>• Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017)<br>• Discuss the role of context and experience in ethical decision-making and actions (VCECD018)<br>• Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013)<br>• Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015)<br>• Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VCICCD016) |

| | Assessment | | | |
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| | | **Unit 1** | **Unit 2** | **Unit 3** |
| | | **Assessment** | **Assessment** | **Assessment** |
| **Develop assessment** | | Development Compass Group Assignment<br><br>Learning Task:  *Students are required to explore the concept of urbanisation and its impact on environments.* | Geomorphological Hazard Inquiry<br><br>Learning Task:  *Students are required to investigate geomorphology through a study of landscapes and their landforms.* | Australian Traditions Presentation<br>Unit Reflection Task<br><br>Learning Task:  *Students are required to explore the features of Australian democracy and how this relates to laws and identity.* |
| **Make judgments and use feedback** | **Moderation** | Peer assessment in groups. Teacher assessment within and across classes using common rubric. | Self-assessment and reflection. Teacher assessment within and across classes using common rubric. | Teacher judgement within and across classes. |

**Year 8 Humanities – Semester One: review for balance and coverage of content descriptions.**

| Geographical Knowledge and Understanding | 1 | 2 | 3 |
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| **Changing Nations** | | | |
| The causes and consequences of urbanisation, drawing on a study from Indonesia (VCGGK122) | * | | |
| The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences (VCGGK123) | * | | |
| The reasons for and effects of international migration to Australia (VCGGK124) | * | | |
| The reasons for and effects of internal migration in Australia and China (VCGGK125) | * | | |
| The challenges of managing and planning Australia's urban future (VCGGK126) | * | | |
| **Landforms and Landscapes** | | | |
| Different types of landscapes and their distinctive landform features (VCGGK116) | | * | |
| Geomorphic processes that produce landforms, including a case study of at least one landform (VCGGK117) | | * | |
| The differences in at least one landform in Australia compared to other places and the geomorphic processes involved (VCGGK118) | | * | |
| Human causes of landscape degradation, the effects on landscape quality and the implications for places (VCGGK119) | | * | |
| Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120) | | * | |
| Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future (VCGGK121) | | * | |

| Geographical Inquiry Skills | 1 | 2 | 3 |
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| **Place, Space and Interconnection** | | | |
| Explain processes that influence the characteristics of places (VCGGC099) | * | * | |
| Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100) | * | * | |
| Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101) | * | * | |
| **Data and Information** | | | |
| Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) | * | * | |
| Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102) | * | * | |
| Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate (VCGGC103) | * | * | |
| Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC104) | * | * | |

| Ethical Capability – Understanding Concepts | 1 | 2 | 3 |
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| Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups (VCECU014) | | | * |
| Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU015) | * | | * |
| Investigate criteria for determining the relative importance of matters of ethical concern (VCECU016) | | | * |

## Civics & Citizenship – Government & Democracy

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| Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (VCCCG019) | | | * |
| Explain how citizens can participate in Australia's democracy, including the use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action (VCCCG020) | | | * |

## Civics & Citizenship – Law & Citizens

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| Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law (VCCCL023) | | | * |

## Civics & Citizenship – Citizenship, Diversity and Identity

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| Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027) | | | * |

## Ethical Capability – Decision Making and Actions

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| Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017) | * | * | * |
| Discuss the role of context and experience in ethical decision-making and actions (VCECD018) | * | * | * |

## Intercultural Capability – Cultural Practices

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| Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013) | | | * |

## Intercultural Capability – Cultural Diversity

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| Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015) | * | | * |
| Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VCICCD016) | | | * |