# **Geography Level 1 Course Outline 3**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

# Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

# Context: The Geographies of Aotearoa New Zealand; Australia and the Pacific

This Course Outline takes a Pacific-based approach to Year 11 Geography, driven by key inquiry questions.

The unit starts with a look at settlements, societies, and communities with a focus on Aotearoa New Zealand, Australia and the Pacific – where people live and why; also looking at the impacts of this population distribution on planning for the future.

The unit continues from this to look at the role power and perspectives has in decision making across these environments – the issues examined relate particularly to population pressures that are identified in the first unit.

Coastal environments are examined in the next unit looking at the significance of coasts to communities.

Disasters, a focus of the case study areas are examined through the issue of forest fires.

|  |  |  |
| --- | --- | --- |
| **Significant Learning** | **Learning activities and assessment opportunities**Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| describe the key natural and cultural characteristics of different environments  | **An introduction to Geography**This is a short introductory unit to introduce students to Geography and the study of it.Students will look at what we mean by Geography. Photograph interpretation – children around the world – where do they live? Different types of toilets across the globe, food availability.Looking at where students live – Google Maps interpretation.Different types of maps that show different things – exploring place and environments. | 1 week |
| explore the relationship between te taiao and the location of communitiesexamine the relationships that tangata whenua have with significant places reflect on Te Tiriti o Waitangi in relation to land use and ownership in Aotearoa New Zealandexplore how power can shape decision-making for te taiao recognise that the consequences of decisions shape spatial patternsexplore the impact of people on te taiao and consider the consequences of this | **Settlements, Societies and Communities****Where do people live and why do they live there?**Global focus of where people live – distribution and density across the globe. Population distribution - compare with relief, water, and other factors - identify the relationships between these factors. Identifying relationships.Population density - examine this on a global scale then focus on a large region of the globe eg. Asia - discuss why this might be the case.* Map interpretation and annotations.
* Exploring the different ways of presenting data such as cartograms and choropleth mapping. Spatial analysis.
* Mapping activities using GIS - and big data.

Identifying reasons for the spatial distribution of population settlement across the globe (formative preparation for the **internal 1.1)****Case studies / Aotearoa New Zealand (past and present) Australia and the Pacific**Examine the population distribution/density of Aotearoa New Zealand, Australia, and the Pacific.  Interpret maps and draw conclusions to explain the reasons for the distribution of the populations. Data interpretation. Discussion as to how the problems of unequal distribution cause issues for nations. e.g. Areas of growth and opportunity compared to areas of economic and population decline in Australia and Aotearoa New Zealand. For example, Auckland vs. the East Cape or the Nelson Tasman region vs the West Coast. Why do people live close to the coast in Aotearoa New Zealand and in the Pacific? Consider historical reasons (pā sites), trading reasons, resource collection (shellfish and fishing), topography, and so on.Compare the population distribution of the North Island with Rarotonga (Cook Islands) or Samoa – similarities and differences. Data interpretation.Consider the pattern of urban settlement in the local region (spatial distribution of settlement – what are the factors that have caused this spatial pattern – consider relief, climate, soils etc).**Consider how does the population distribution affect services provided in an area** **– Health and Society**Case study of the distribution of hospitals in Aotearoa.**[1.1 Spatial distribution standard]****Consider the impacts of population growth or decline on communities**How could the growth of population in these regions impact the natural environment, or how might the decline of population in some regions impact on the natural environment? This activity is designed to get students thinking out of the box. Investigate population growth in a region of Aotearoa New Zealand (Bay of Plenty region)Students will be given a range of data (such as maps/graphs/articles/photographs) to examine an environment. The students will be looking at trends and patterns in the data that they are provided to explain aspects of the environment.**[Activity for 1.2 Explore an environment using data]**(NB: This is the first opportunity for students to do this standard) | **Term 1** |
| explore how power can shape decision-making about te taiao recognise that diverse perspectives will influence decision-making | **Resources and the Environment**Urban growthConsider how the growth of settlement has impacted on the local community.e.g. growth of cities vs the loss of farming (Auckland urban sprawl vs land for farming in Pukekohe debate)Examine the different groups involved in the decisions around urban sprawl. Consider various groups including local iwi, farmers, retailers, lifestylers, Aucklanders, council members, and so onDiscuss the different solutions to the problem of urban sprawl – what might be a better way? | **Term 2** |
| explore how power can shape decision-making for te taiao know how kaitiakitanga can shape the relationship between ngā tāngata and te taiaoexplore the impact of people on te taiao and consider the consequences of this | Rubbish Case study – landfill proposal in the Tirohia in the Waikato.Examine the different groups involved in the decisions around whether to build a new landfill. Consider various groups including local iwi; farmers, council, holiday makers, waste management companies, and so onDiscuss the different solutions to the problem of urban sprawl – what might be a better way? |  |
| explore the impact of people on te taiao and consider the consequences of thisexplore how power can shape decision-making for te taiao explore how the locations of spatial patterns influence peoplerecognise that diverse perspectives will influence decision-making | Climate Change in the Pacific – climate change refugeesCase study – sea level rise in KiribatiExamine the different groups involved in the decisions around whether people should be leaving Kiribati. Consider various group including Kiribati residents in Kiribati, Kiribati residents in other countries, Kiribati government. Discuss the different solutions to the problem for climate change refugees in the Pacific – what might be a better way? |  |
|  | **[1.4 Preparation for the External – decision making using provided resources from NZQA]**Assessment at the end of Term 2 | Two weeks to prepare for the assessment |
| explore pūrākau and science to understand how natural environments are formedexplore the impact of people on te taiao and consider the consequences of thisexamine the relationships that tangata whenua have with significant places investigate how natural processes operate in environments investigate how natural processes form spatial patternsinvestigate how natural processes have consequences on environmentsrecognise that diverse perspectives will influence decision-making | **Surf and Turf**This is a unit where students will be examining a local beach environment for both internal assessment (1.2) and the external assessment (1.3). Ideally students will visit the local beach on a field trip to collect data on a range of different indicators. Coastal environments across the globe – look at global population distribution and discuss the significance of coastal environments to people across the globe. Looking at the significance of these environments in Aotearoa NZ, the Pacific, and Australia.**Beaches**Discussing the significance of the coast for local communities (both in the past and now) – considering how the coast will be significant or may change in the future for Aotearoa NZ.Locating and identifying different natural and cultural features in the environment on a map – Ōhope Beach.Explore pūrākau of local whanga / tātahi formation.Explore erosional, transportation, and depositional processes found in this local beach. Students will collect a range of data on a field trip to their chosen beach as well as being given a range of secondary data (such as maps/graphs/articles/photographs) to examine this environment – beach – case study: Ōhope Beach.Present results on a map of the coastal area.The students will be looking at trends and patterns in the data that they are provided to explain aspects of the environment.**[1.2 Explore an environment using data]**(NB: This is the second opportunity for students to do this standard)If appropriate and there is time visit another local beach (preferably one that is different/contrasting in size/structure or features) to compare and contrast the different features/processes. **[1.1 Spatial distribution standard]**(NB: This is the second opportunity for students to do this standard) | **Term 3** |
| investigate how natural processes have consequences on environmentsexplore the impact of people on te taiao and consider the consequences of thisexplore how power can shape decision-making for te taiao  | **Environmental Change and Forest fires** Case studies: Indonesia, Australia, and CaliforniaExamine the extent of forest fires across the globe and the impact that these have on environments. Investigating the causes of forest fires. Considering the question of how these fires spread so rapidly through these vulnerable environments? Exploring how forest fires impact on local communities? Investigating the response to these by local communities and international communities.Considering how people have had to make decisions about these environments. Who has the power to make changes?**[1.3 Explore how natural processes shape an environment]** | **Term 4****(4 weeks)** |