# **Geography Level 1 Course Outline 1**

# 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: Little and Large? Geographies of Aotearoa New Zealand and Brazil

This unit plan takes a thematic approach to Year 11 geography, driven by key inquiry questions. The rationale for focusing on Aotearoa New Zealand and Brazil is to help students begin to develop an appreciation of the rich diversity of each country. Consequently, comparisons within each country are as significant as comparisons between each country. Local, regional, national and global scales and geographical practice are assumed through the unit plan.

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| **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 environmentsinvestigate how natural processes operate in environmentsexplore the relationship between te taiao and the location of communitiesexplore how the locations of spatial patterns influence peopleexplore the impact of people on te taiao and consider the consequences of thisexamine the relationships that tangata whenua have with significant placesexplore the relationship between te taiao and the location of communities | Introduction to Geography* **How can maps represent natural (physical) and cultural (human) features of the world?**
* Maps as a tool of colonisation, understanding, and representation.
* Mapping Aotearoa New Zealand and Brazil. Aspects that might be mapped:

 Absolute and relative locations of world countries at global/continental scales  Global Climatic zonation and explanation  Soils and vegetation of Aotearoa New Zealand and Brazil Major physical landscapes (focus on erosion, transportation, & deposition)  Location of cities and major transport routesPopulation Patterns* **What is the *relationship* between population distribution and the physical geography of Aotearoa New Zealand and Brazil?**

 - Contemporary population distribution – choropleth mapping skills (by hand) and describing patterns (i.e ‘what is where?’) - Manipulate data and interpret layers in Geographical Information Systems (G.I.S) - Examining patterns of population distribution in relation to physical and human features (i.e ‘why there? whats changed?’) * **What are some ways in which rural and urban lives differ?**

 - Describing characteristics of rural and urban life through interpretation of visual resources (e.g photographs; videos; satellite images) - Case studies of similarities and differences of rural life in and between Aotearoa New Zealand and Brazil  **-** e.g. Deep Amazon (Rainforest) and Caatinga (Desert)  **-** e.g. Fiordland (Mountainous) and Northland (Estuarine)  **- Exploring some of the impacts on people of rural living, including the relevance and significance (ie. Isolation; employment largely tied to land; limited educational** -Contrasting a regional Aotearoa New Zealand city with a Brazilian City of the SE ‘Golden Triangle’ (i.e. primary and secondary effects of urbanisation)  **Achievement Standard 1.1** **Demonstrate understanding of spatial distribution of phenomena within an environment. NB Transfer of learning from Aotearoa New Zealand & Brazil Cases**  |  TERM 13 weeks2 weeks3 weeks1 week |
| explore how power can shape decision-making for te taiao recognise that the consequences of decisions shape spatial patterns. explore how power can shape decision-making for te taiao know how kaitiakitanga can shape the relationship between ngā tāngata and te taiaorecognise that diverse perspectives will influence decision-makingexplore how power can shape decision-making for te taiao | Geographies of International Trade**How is international trade influenced by physical and human geography?** (e.g. climate; geology; landscape; infrastructure; colonisation; kaitiakitanga;) - Interpretation of export data e.g. export volumes; contribution to economy (Developing skills of tabulation, graphical interpretation, viewpoints) - Categorising Primary, Secondary, Tertiary and Quaternary sectors - Explore characteristics, benefits and issues facing key export industries through a probable, possible, and preferred futures framework. e.g Aotearoa New Zealand Dairy Industry and Tourism (Contribution to Global and national economy; Trading Partners) - e.g. Brazil – Iron Ore & Petroleum (Contribution to Global and National economy; Trading Partners) - Focus on challenges of one of these industries (one from each country), modelling decision-making exercises in preparation for end of term assessment.**How do countries try to maximise international trade?**  **-** Unilateral and multilateral trading blocks ‘Trading Game’ Simulation exemplifying supply and demand for primary and secondary industrial products**What are some impacts of international trade impact on people?*** Positive impacts of International Trade

 Standard of living – (GDP, GNP, Human Development Index) Stimulus for investment – multiplier effect International relationships* Negative impacts of international trade.

 Lack of diversification (Shut down of International Tourism in a Pandemic) Shift in industries (e.g relocation of manufacturing and impacts on local areas) Over reliance on few markets (Aotearoa New Zealand and China Trade relationship) Environmental degradation (e.g. Carajas Project or oil palm in Amazonia; Dairy Industry in Aotearoa New Zealand) Resistance to negative impacts, including tangata whenua and Indigenous groups of Brazil* Focus on challenges of international trade, modelling decision-making in preparation for 1.4 Assessment.

 * Decision-Making Exercise Preparation & Scaffolding (Topic: Determined by NZQA produced Resource booklet)

 **Achievement Standard 1.4: Demonstrate understanding of decision-making to respond to a geographic challenge in Aotearoa New Zealand or the Pacific**  | TERM 24 weeks1 weeks3 weeks2 weeks |
| examine the relationships that tangata whenua have with significant placesreflect on Te Tiriti o Waitangi in relation to land use and ownership in Aotearoa New Zealandexplore pūrākau and science to understand how natural environments are formedinvestigate how natural process form spatial patternsinvestigate how natural processes have consequences on environments | Geographies of Rivers**Awa and Rio: Why are rivers significant to flourishing societies?*** Mapping rivers of global significance
* Importance of rivers to people

 Cultural significance e.g. Water as a source of life; Mahinga Kai; Transportation; Rivers as tūpuna and whakapapa Environmental significance (Water quality issues and management) Economic significance - Rivers as shapers of whenua / landscapes - Hydrological cycle: key flows, storage etc…  - Studies of fluvial erosion, transportation and deposition  - Case Studies: The Amazon and an awa of *regional significance (e.g Whanganui; Waikato; Clutha)*A Local Awa Study**How might a geographer research a river?** - Suggest questions a geographer be interested in about awa? (e.g what are the possible spatial foci for a river study?) - Learning data  - Fieldtrip collecting empirical data to describe characteristics of a river (e.g for discharge or water quality studies downstream) - interpret data related to river study and present on map of river at selected points downstream **Achievement Standard 1.2: Use data to explore an environment**  | TERM 31. weeks

 3 weeks4 weeks |
| describe the key natural and cultural characteristics of different environmentsexplore pūrākau and science to understand how natural environments are formedinvestigate how natural processes operate in environments investigate how natural process form spatial patternsinvestigate how natural processes have consequences on environments | Life’s a Beach**How are costal environments formed?*** Describing the natural and cultural features of a selection of beaches
* Explore pūrākau of local whanga / tātahi formation
* Explore erosional, transportation and depositional processes found on coastal environments
* Students to research natural processes of a local beach
* Students look into the effect on people
* Students find out how people have responded and how could they respond in the future

**Achievement Standard 1.3: Demonstrate understanding of how aspects of natural processes shape an environment** | TERM 44 weeks |