# **Geography Level 1 Course Outline 2**

# 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 plan for this teaching programme is to start with the local area, exploring the natural and cultural features of the landscape past and present, and how people have interacted with that landscape. This is expanded to a national scale through the study of settlement patterns in Aotearoa New Zealand.

Physical landscapes and the forces that shape them are viewed through both a mātauranga Māori and scientific lens, with human interaction now and in the future illustrating consequences and challenges.

The course concludes with a more outward-facing perspective looking at how relationships with other countries have shaped Aotearoa New Zealand’s cultural diversity and the country’s position in the global sphere.

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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 environmentsexamine the relationships that tangata whenua have with significant placesexplore the relationship between te taiao and the location of communities | A sense of place: our local areaExplore the natural and cultural features in the local area – mapping toolsExplore the locations of Māori and European settlement in the local area and reasons for this settlement.- local kaumatua visits- visiting sites of significance **Learning covered will allow a formative assessment activity for 1.1 Demonstrate understanding of the spatial distribution of phenomena within an environment** | 3 weeks |
| investigate how natural processes have consequences on environmentsexplore the relationship between te taiao and the location of communitiesrecognise that the consequences of decisions shape spatial patterns | Settlement patterns: a country scaleCurrent population distribution of Aotearoa New Zealand* description of the pattern and how it has changed over time
* reasons for the pattern, historic and current making links to other characteristics
* the impact of rising sea levels on current settlement patterns.
* The significance of changing settlement patterns for people

Compare and contrast Aotearoa New Zealand’s population distribution pattern with another country **Learning covered will allow assessment of 1.1 Demonstrate understanding of the spatial distribution of phenomena within an environment**  | 5 weeks |
| explore pūrākau and science to understand how natural environments are formedinvestigate how natural processes operate in environmentsinvestigate how natural processes form spatial patternsexplore how spatial patterns influence peopleexamine the relationships that tangata whenua have with significant places | Volcanic LandscapesGlobal distribution of volcanoesUsing pūrākau, show how Māori explained volcanism in Aotearoa New ZealandUnderstand the scientific explanation of volcanism in Aotearoa New Zealand* natural processes forming the volcanoes
* volcanic types and distribution (Auckland volcanic field compared to Tongariro Volcanic Zone)

Human interaction with the volcanic landscape over time, volcanic cones especiallyThe effect of volcanic landscapes and processes on on people.How have people responded to volcanic landscapes and processes and explore how they could respond in the future. Understand the significance of the volcanoes for Māori. Field trip opportunity to Māngere Mountain and the Ōtuataua Stonefields.**Learning covered can be used to gather evidence for 1.3 Demonstrate understanding of how aspects of natural processes shape an environment** | 6 weeks |
| reflect on Te Tiriti o Waitangi in relation to land use and ownership in Aotearoa New Zealandknow how kaitiakitanga can shape the relationship between ngā tāngata and te taiaoexplore the impact of people on te taiao and consider the consequences of thisrecognise that diverse perspectives will influence decision-making | Explore issues around protecting the tūpuna maunga (ancestral mountains) today – the role of Auckland Council, the tūpuna maunga o Tāmaki Makaurau Authority, Honour the maunga protest group.**Learning covered is used as a practice for 1.4 Demonstrate** understanding of decision-making to respond to a geographic challenge in Aotearoa New Zealand or the Pacific | 2 weeks |
| recognise that diverse perspectives will influence decision-makingexplore the impact of people on te taiao and consider the consequences of this | **1.4 Demonstrate understanding of decision-making to respond to a geographic challenge in Aotearoa New Zealand or the Pacific**Resources provided 2 weeks in advance. Time to unpack the issue and familiarize students with these resourcesAssessment | 2 weeks |
| explore pūrākau and science to understand how natural environments are formedinvestigate how natural processes form spatial patternsdescribe the key natural and cultural characteristics of different environmentsinvestigate how natural processes operate in environmentsexamine the relationships that tāngata whenua have with significant places | The physical shaping of Aotearoa New ZealandExplore mātauranga Māori narratives relating to the formation of Aotearoa New Zealand<https://teara.govt.nz/en/whenua-how-the-land-was-shaped>Compare with scientific narratives relating to the formation of Aotearoa New Zealand* tectonic processes/plate tectonics creating mountain backbone

Case study environment: The Southern Alps* how natural processes have created the phenomena
* how the environment impacts weather
* human interaction with this environment, including significance of the mountains to tangata whenua
* how and why the environment may change in the future
* the affect on people

**Learning provides a second opportunity to gather evidence for 1.3** **Demonstrate understanding of how aspects of natural processes shape an environment**  | 2 weeks4 weeks |
| recognise that diverse perspectives will influence decision-makingrecognise how power can shape decision-making for te taiaoreflect on Te Tiriti o Waitangi in relation to land use and ownership in Aotearoa New Zealandexplore the impact of people on te taiao and consider the consequences of this | MigrationExternal migration flows and how they have reflected Aotearoa New Zealand’s changing relationships with other countries. Provide data to students so that they can identify and describe the patterns.The role migration policies have had in the shaping of Aotearoa New Zealand’s population diversity* use these policies to explain the patterns identified in the data.

Student inquiry: Family origins (including whakapapa). Gather data on when and where ancestors arrived in Aotearoa New Zealand. Alternatively, present data on changing ethnic diversity of suburb, city, or region for analysis.Students need to be heavily supported in geographic research to ensure they have the necessary data to achieve at Excellence. Links between migration, population growth and tensions over land ownership and land use * examine a current case study

**Learning covered will allow assessment of 1.2 Use data to explore an environment**  | 6 weeks |
| recognise that diverse perspectives will influence decision-makingrecognise that the consequences of decisions shape spatial patterns. | Aotearoa New Zealand’s global connectionsRelationships and links with other countries eg. Trade, political, defense, sport (opportunities for inquiry)How might these change in the future?How do young New Zealanders see themselves in the world?**AS 1.4: Demonstrate understanding of decision-making to respond to a geographic challenge in Aotearoa New Zealand or the Pacific** | 2 weeks |