# **GO Level 2 Course Outline 1**

## Purpose

This example Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement Standards can be structured within a year-long teaching and learning programme.

## Context

As part of the Geography course, kaiako are encouraged to take ākonga into the field to “see” the taiao. They would be encouraged to draw from the Geography kete to observe and understand the taiao.

Ākonga will be encouraged to talanoa and wānanga with each other throughout the course to deepen their understanding of geographic issues.

The skills ākonga develop throughout the year such as collaboration, engagement, and problem solving are soft skills that transfer to other subjects and pathways.

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| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration** |
| Investigate how natural and cultural characteristics shape the taiao  Investigate the consequences of interactions within the taiao  Examine indigenous knowledge, perspectives, and actions related to the taiao  Understand how natural processes cause the taiao to change  Understand how cultural processes cause the taiao to change  Examine how kaitiakitanga is practiced and how it has changed over time  Investigate how Te Tiriti influences practices related to the taiao  Explore connections between data to understand interactions within the taiao  Explore how people respond to processes  Understand that change in one part of the taiao may influence further changes | Term 1 ***Introducing Geography and examining key geographic issues***  Have ākonga brainstorm issues that are currently occurring (in Aotearoa New Zealand or globally). Ākonga are likely to identify a range of issues which will probably include climate change, migration, inequalities, biodiversity loss, and trade. If ākonga struggle, prompt them to visit specific websites (eg Al Jazeera) for more ideas. Ākonga can talanoa or wānanga to discuss what makes these geographic issues.  Note that:   * A geographic issue is place-based. Learning about it involves exploring relationships and connections in that place. * Skills in talanoa or wānanga will likely need to be explicitly modelled so that ākonga know how to participate and contribute. These skills will help them to learn from each other’s understanding and interpretation.   After ākonga have identified a range of issues, they can examine them in more depth. Provide prompts so that they can consider and discuss:   * the physical characteristics and features of the taiao in which the issue occurs * the challenges people are facing and how they are attempting to overcome them * systems and structures in the taiao * perspectives evident in the issue.   This term ākonga will be exploring how natural and cultural processes shape ngā taiao. The focus will be on how different processes affect ngā taiao and therefore challenge people. It will also include methods people have used to mitigate or adapt to these processes. This focus links to pathways in Primary Industries, Construction, and Infrastructure, as well as the Manufacturing and Technology sectors.  ***The taiao is affected by different natural processes***  This can be done as a collaborative geographic inquiry task. Ākonga can select a natural process within a taiao and work together to create a presentation to engage the class and share their learning so that others may also benefit.  Work with ākonga to set up groups and discuss with them how collaboration works. Guide them on how to use different modes to engage an audience when presenting.  This inquiry is a snapshot of a natural process or hazard and its impacts on the taiao, ie not a long case study.  An inquiry into **river processes** could involve:   * identifying major rivers in Aotearoa New Zealand or across the globe * looking at settlement patterns and their relationship to the major rivers. Why are they good places for settlement? The reasons could be transport, communication, water, etc. * revising river processes (ākonga may have looked at these in Level 1 Geography) * looking at the impacts of flooding on settlement areas, eg:   + the flooding along the Canterbury Plains (2021)   + the flooding along the Nile in Egypt (past and present) * looking at ways to mitigate this flooding and adapt to flooding, eg:   + stopbanks   + land-use   + zoning.   An inquiry into **tectonic processes** (ie volcanic activity and earthquakes) could involve:   * identifying locations of these in Aotearoa New Zealand and across the globe * looking at settlement patterns. Why do people live near a volcano or an area vulnerable to earthquakes? * revising tectonic processes (ākonga may have looked at these in Level 1 Geography) * looking at the impact that these processes have had on settlement areas, eg:   + the Christchurch earthquake or Haiti earthquake   + Mt St Helens, Hunga Tonga–Hunga Ha'apai, Cumbre Vieja, or Mount Fagradalsfjall   + the 1997 Thredbo landslide or 2022 landslide in Brazil. * looking at ways to mitigate the impacts of tectonic processes and adapt to them.   An inquiry into **wildfires** could involve:   * identifying locations of these across the globe * looking at settlement patterns. Why do people live near places that experience wildfires? * revising the processes that contribute to the natural hazard of wildfires * looking at impacts these events have had on settlement areas, eg:   + Australia in 2020   + California   + Indonesia in the 1990s * looking at ways to mitigate the impacts of wildfires and adapt to them.   Ākonga will **share their presentations** with the class. It is encouraged that ākonga record notes as they listen and engage with the presentations. Create a template for ākonga to use so that they are guided about what is important, ie processes, impacts, and mitigation methods. Ākonga can refer to this in the following learning tasks.  Support ākonga to evaluate a mitigation method for one of the natural processes presented. Based on what they have learned through the shared presentations, what do they think could be included in the criteria used to carry out an evaluation? Prompt ākonga to consider participation of local communities and different perspectives and values. This could be done through a guided talanoa or wānanga.  Ākonga can then evaluate a mitigation attempt. It may be one that they included in their presentation, or one that was included in the presentation of another group. To deepen their understanding, encourage them to consider how well a mitigation attempt achieved each criteria.  **Coastal processes**  Draw on recent media that illustrates the processes that impact people located near the coastline.  Explore different contexts, such as global focus (Bangladesh and sea-level rise); Pacific focus (Kiribati); Regional focus (Auckland) and then a local case study (preferably one that you will use for internal assessment 2.2).  **Local case study taiao**  Introduce the case study taiao. Use data and mapping to identify the features of the taiao such as location, size, scale, population, etc.  Draw on different sources of information to explore how coastal processes are operating in this taiao. Draw on different knowledge systems, such as pūrākau from the local iwi. Ākonga can create an annotated visual to show how the coastal processes are operating and the interactions occurring in the taiao. Take the opportunity to support ākonga to develop skills in using different digital platforms and software to communicate their understanding.  Use resources such as photographs to have ākonga describe how the taiao has changed over time due to the coastal processes operating. Using this learning, ākonga can discuss what the future might look like if the coastal processes continue to operate without mitigation.  Ensure that resources have been adapted so that they can be used by all ākonga — consider size, colour, layout, quality of image etc.  **Field trip** to the location to see the different processes operating there — identifying erosional and depositional features and examining how the processes of erosion and deposition have changed this taiao. Refer to the fieldtrip guidance in your fieldtrip planning to consider access and inclusion.  Engage with experts or stakeholders from the taiao to discuss the impacts that natural processes have had. Ākonga will also observe people’s attempts to mitigate the impacts of coastal processes — this could include removing mangroves, dredging the estuary, and replanting the sand dunes.  An expert or stakeholder could include someone from the local iwi to talk about how kaitiakitanga has been considered when planning for mitigation, as well other factors that have been considered. Ākonga could have prepared questions to ask so that they can develop deeper understandings of mātauranga Māori related to:   * physical features * change in physical features * change in land use * aspirations for the whenua and people.   Use tools from the geography kete to engage with mana whenua thoughtfully. Consider the preparation work that needs to be done to establish relationships prior to a fieldtrip and ask questions of mana whenua. Recognise that this information needs to be treated as taonga.  Ākonga will reflect on the significance of looking after the taiao and our obligations under Te Tiriti o Waitangi using the new knowledge they have gained. Use a range of sources across different media to support students to fully understand the principals of Te Tiriti o Waitangi and how these obligations are met in legislation. Places you could go to include the Waitangi Tribunal, as well as regional and local councils. Have ākonga apply the principle to the decision making around the mitigation method. Discuss with ākonga how the principles could be used to evaluate the appropriateness and viability of the mitigation method.  Other guests ākonga could engage with to gain greater understanding of the connections and interactions are those working in different sectors. These could be Engineers (construction and infrastructure), as well as Scientists, Project Managers, and Geo-spatial analysts (Primary Industries). Ākonga can gain insight into what they are doing, what knowledge they are using, and what they consider important to take into account when mitigating the issue.  Using all the information they have gained, ākonga will create an annotated diagram, or several annotated diagrams to identify the interactions between stakeholders in the taiao and how they impact the taiao through the mitigation attempt.  Examine the viability of different methods to mitigate the impacts of coastal processes on the tiao. Prior to talanoa, ākonga can do a word to idea activity. Kaiako distribute key words. Ākonga use 2–3 of these at a time to form ideas. They can then share these ideas/statements in the talanoa and elaborate on them. Following talanoa, ākonga can create diagrams and other visuals to support their ideas/statements and consolidate their understandings.  Ākonga can explore alternative mitigation methods that could be applied to this taiao. Have them talanoa to discuss and justify an alternative mitigation method.  **Opportunity for internal assessment 2.2: Demonstrate understanding of mitigation methods that can build resilience to a natural process.** | 1 week  4 weeks  4 weeks  1 week |
| Investigate how natural and cultural characteristics shape the taiao  Investigate the consequences of interactions within the taiao  Examine indigenous knowledge, perspectives, and actions related to the taiao  Understand how natural processes cause the taiao to change  Understand how cultural processes cause the taiao to change  Explore power relationships within geographic issues  Examine how power or mana influences decision making and outcomes on the taiao  Understand that change in one part of the taiao may influence further changes | Term 2 Significant Learning is grouped to explore recent geographic issues. During the course of the term there will be a number of opportunities for ākonga to wānanga and talanoa during lessons, so they are confident with the CAA.  **What is a geographic issue?**  Look at an examples from your local taiao to investigate — is it a geographic issue? Issues might be something like:   * congestion at the school gate * housing developments vs farmland — loss of farmland in urban fringe areas * new roading developments * provision of water for irrigation * impact of tourists on the local taiao * restrictions on numbers of visitors to the Waitomo glow-worm caves.   Refer back to discussion in Term One about what makes a geographic issue. Ākonga can talanoa to decide if the issues listed above are geographic issues, and if so, how significant they are.  *Note:* significance requires a judgement to be made. Raise awareness about what we base our judgments on and the values that influence our criteria. Have them reflect on the criteria they are using. Is it appropriate for the issue? Have they missed something?  Ākonga could work on a range of different issues to identify the main problem that exists for a community, and why it might be a problem for the community. They would also identify who are the different stakeholders regarding the problem and what their level of power is in solving the issue.  **A global geographic issue: Climate change refugees**  Ākonga use a range of information in different modes to get an overview of the different places where people are at greater risk of becoming climate change refugees.  Exploring the information at this link ākonga can look at trends, spatial changes, and temporal changes, and can then draw conclusions related to climate change and sea level rise <https://www.oce.global/animations/sea-level-rise-final/sea_level_rise.html>  Support ākonga to use a variety of software to identify the features of the tiao that contribute to climate change and sea level rise. They can make connections between the data and features to identify relationships and make generalisations.  Have ākonga carry out Geographic inquiry and identify different groups involved in “solving the problem”. Through talanoa, ākonga can examine their information to discuss these questions:   * What are groups doing? What perspective is influencing their views and actions? * What obstacles to they encounter? How do they minimise these? * How much power do they have? * Who is not involved in this decision making that should be involved? Why are they being missed out? What is the impact of this?   There is opportunity to engage with organisations working in this sector and responding to the issue in different ways. Ākonga could find out what people are doing in the organisations, why and how they are doing it, what obstacles they encounter, and how they overcome these obstacles in their work. In doing so, ākonga are beginning to see how the skills and understandings in Geography transfer to different sectors. They will also develop understanding of perspectives and how this influences how people and organisations respond.  **A local geographic issue: The impact that poor water health has had on Rotorua *(note: the context could be change to another taiao in NZ experiencing a similar issue)***  Class activities will be on the location of the issue and the factors that have contributed to this issue. Ākonga will be encouraged to become familiar with these factors and in small groups discuss the most important factors contributing to this issue.  **Field trip** to Rotorua: The purpose of the field trip is to visit the local taiao and talk with different groups about the best way to respond to this issue. Speakers could include members from Rotorua Lakes Council, Te Arawa Lakes Trust, the Bay of Plenty Regional Council, and local iwi (Ngāti Pikiao, Tūhourangi, and Ngāti Whakaue).  *Prior to the fieldtrip:*   * Use secondary information to explore the issue and identify features of the location that have contributed to the issue. This is an opportunity to do some mapping. * Find out what other factors or processes have contributed to the geographic issue. Are they connected? There is opportunity to do *annotated diagrams* here to show connections. * Based on this learning, who or what groups do they think have greater power to respond? And, who or what groups do they think should respond? * Wānanga with ākonga to discuss appropriate ways to engage with the different stakeholders to gain insight into what they are doing, as well as the skills and knowledge needed to be effective in responding to this Geographic issue.   Fieldtrip — engagement with stakeholders  *After the fieldtrip:*  *Give ākonga time to update their annotated diagram with new understandings and information. Prompt them to add annotations about Te Tiriti o Waitangi principles.*  Wānanga about the role of different groups in addressing this issue. Is partnership occurring? What does partnership look like? Investigate the role that different groups had in this issue and the extent of their power. Ākonga can practice using different perspectives to explore partnership and power relationships. Have them think about and discuss:   * Are relationships equal and balanced? * Is reciprocity a feature of the relationships? * Is the relationship consistent? * Is mana upheld in the relationship? * What systems maintain the relationship – what are the outcomes for the taiao?   **Geographic inequalities in development between males and females across a range of “S” countries and Aotearoa New Zealand**  Teachers must be mindful of the risk of reinforcing binary stereotypes and ensure learning activities and resources are inclusive of gender-diverse learners.  Data collection (from a series of websites) and interpretation on different indicators of development in Aotearoa New Zealand, Sierra Leone, Saudi Arabia, Somalia and Sudan — creating a shared table of data that can then be shown on an annotated map of the differences between males and females in each place.  Ākonga are to consider — what are the differences? Why do they exist and what can be done to address these issues?  Indicators that could be looked at: life expectancy, literacy levels, participation in decision making, land ownership, average income, years of schooling, and so on. Take time to explore the indicators. What do they tell us? What ones are more useful? What are we missing? Ākonga can use the data to make connections and identify relationships between data, ie income and education. There is opportunity to use GIS or similar software.  Provide ākonga with time to collect information to understand what factors contribute to the inequalities between males and females in their taiao.  Factors could include health, education, access to resources, political, economic, legal, or natural. Take the opportunity to discuss and critique sources — credibility and validity.  Using the information, ākonga can create and annotate a graphic organiser such as a mind map or spider web to demonstrate how the factors are connected and contribute to the inequalities. This could be followed up with a quick writing activity to summarise the connections. Ākonga would need to be able to recognise the complexity of the factors that has led to inequalities between males and females in these selected counties. Alternatively ākonga could do a 90 sec fire — a quick verbal response  Explore different groups who put in place strategies to reduce these differences between males and females and the role and power different groups have to address this geographic issue. Ākonga can make links back to earlier learning to determine if the strategies are responding to the root causes contributing to the issue. This is another opportunity for ākonga to engage with organisations in the sector such as OXFAM, UNICEF and MFAT to gain greater insight into strategies, but also to see how Geography can lead to pathways and careers.  **Consolidation of development inequalities between genders** in Sierra Leona, Sudan, and Saudi Arabia (the theme of “S” Countries and Aotearoa New Zealand that was started in term two).  Ākonga can refer to work, notes, and resources from Term 2 to consolidate the learning related to factors and strategies. Consolidation activities could include:   * turning text into visuals or vice versa * mind maps * concept circles * concept arrows * three-level guides * clustering of key words and concepts * connecting evidence (data) to key words or concepts * mapping the inequality to illustrate the spatial aspect.   Provide ākonga with a structured overview to evaluate different strategies that have been used to reduce the inequalities. Co-construct a criteria to make comparisons between the strategies. Prompt them to ensure they are considering different perspectives when developing a criteria.  **Pathways**  The ability to explore data and the spatial patterns in data is important to Geography. Provide ākonga with time to explore careers and jobs related to GIS. Examples could include: Spatial Specialist, Geospatial Specialist, GIS Team Leader, Geologist, Hydrogeologist. | 1 week  5 weeks  5 weeks |
| Investigate how natural and cultural characteristics shape the taiao  Investigate the consequences of interactions within the taiao  Examine indigenous knowledge, perspectives, and actions related to the taiao  Examine how kaitiakitanga is practiced and how it has changed over time  Explore power relationships within geographic issues  Investigate how Te Tiriti influences practices related to the taiao  Examine how power or mana influences decision making and outcomes on the taiao  Explore connections between data to understand interactions within the taiao  Understand that change in one part of the taiao may influence further changes | Term 3 Significant Learning is grouped to focus on participation of indigenous groups in planning and decision making and the value of drawing on indigenous knowledge in this.  **Practices of Aboriginal and Torres Strait Islander peoples of Australia**  Introduce the concept of Country: <https://aiatsis.gov.au/explore/map-indigenous-australia>  Select a context from the list below and explore how Aboriginal and Torres Strait Islander peoples of Australia have been able to participate in planning and decision making that recognises the deep connection to Country and understanding of the taiao.  Examples could include:   * the care and management of mangrove environments * the fire prevention practice of using small fires to prevent large scale bush fires * the management of Uluru. Look into the Uluru-Kata Tjuta National Park management plan 2021 * mining ventures.   Ākonga work together to collect information relevant to the planning and decision making that has occurred over time. Ākonga are likely to need support to do this. Once they have the information they can consider and discuss:   * How were Aboriginal and Torres Strait Island people able to participate? * What did participation look like? * What and how did they contribute? Was their knowledge valued and included? * Who controlled the planning and decision making processes? Is it appropriate for this group to do this? What are the outcomes for the taiao? Does it value Aboriginal and Torres Strait Islander people’s values?   Wānanga to discuss how indigenous knowledge has been able to contribute to sustainable management of the taonga and or resources.  **Practices of Alaskan Native Peoples**  Find out how the knowledge of Alaskan Native Peoples is being used to respond to issues related to climate change. As ākonga engage with this inquiry, encourage them to find and examine information from credible sources so that they have a better understanding of their perspectives, values, and viewpoint. The aim is that ākonga understand the connection Alaskan Native Peoples have to place.  Preparation for talanoa. At this point, provide ākonga time to reflect individually before participating in talanoa. Ask them to record (this could be written, visual, or a combination) their understandings about the ideas and concepts below, drawing on the practices of indigenous groups:   * Participation   + How have indigenous groups been able to participate in decision making about the taiao? What form has it taken?   + What obstacles did indigenous groups encounter when trying to care for the taiao? Were they able to overcome these? * Knowledge   + What knowledge do indigenous groups hold about the taiao?   + How does this knowledge differ to non-indigenous groups?   + How has the knowledge of indigenous groups contributed to care and sustainable use of the taiao? * Planning and decision making   + Why would it be important to include indigenous knowledge in planning and decision making about the taiao?   + What are some ways that would ensure the inclusion of indigenous knowledge in planning and decision making in a meaningful way? * Connection to taiao   + What are some values, beliefs and views indigenous groups hold about the taiao? * Mana   + To what extent has the mana of the indigenous groups been upheld?   Now ākonga have had time reflect, facilitate a talanoa so that they can share and consolidate their understandings.  **Aotearoa New Zealand — Lake Horowhenua**  Investigate as a class the concern around pollution in Lake Horowhenua, as well as attempts to restore the mauri of Lake Horowhenua through geographic planning and decision making. (This involves the planting of wetlands and the restoration of indigenous vegetation.)  Use secondary information to create a flow chart that illustrates key steps taken to date in the planning and decision making process. Ākonga can annotate this flow chart to identify the steps where mana whenua were able to participate.  Ākonga should take note of:   * how mana whenua participated * what they contributed * why they contributed at that step * how their contribution was received or responded to.   Other strategies ākonga could use to process the secondary information are:   * identifying key words and concepts in the text * comment codes * mind maps.   Opportunity for **fieldtrip** to Lake Horowhenua and to work with the local iwi in planting indigenous vegetation.  The project at Lake Horowhenua was a collaboration between Muaūpoko, Lake Horowhenua Trust, Ngāti Raukawa ki te Tonga, Horizons Regional Council, Horowhenua District Council, dairy farmers, horticulturalists, and the wider Lake Horowhenua community.  By engaging with key stakeholders on the fieldtrip, there is opportunity for ākonga to use skills in wānanga to kōrero with iwi. This will help ākonga to gain deeper understanding of the relevance of key concepts in geographic planning and decision making. Key concepts include:   * aspirations for the taiao * mana and mauri * kaitiakitanga * tino rangatiratanga * participation (what would this look like for iwi? What is important for them in geographic planning and decision making?).   In doing so, ākonga will see how the skills of wānanga practiced in Geography transfer to real-life situations.  Stakeholders include mana whenua, local council, farmers, and community members.  Ākonga can return to their flow chart created earlier and add additional information and understanding they gained while on the fieldtrip.  Return to the reflection and talanoa prompts earlier and apply them to this case study.  **Opportunity for internal assessment 2.1: Demonstrate understanding of Indigenous participation in geographic planning and decision making in the Pacific.**  Encourage ākonga to go to a job website such as SEEK to explore jobs where planning and decision making is important. What sort of jobs are there? What industries are they in? What other skills or qualities are desired? | 3 weeks  3 weeks  3 weeks  1 week |
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