GEOGRAPHY 7-10

Overview

Students undertake a semester of geography in each year from years 7-10.

Students at year 10 who successfully complete Geography with a C+ grade average or better in year 10 will have demonstrated their capacity to successfully continue with their studies in Geography into year 11 (stage 1- SACE Geography and above) and will be strongly encouraged to do so.

Why Study Geography at Eastern Fleurieu Schools?

The study of Geography at EFS aims to help students to gain a relevant and deep understanding of their world around them and will enable them to develop the knowledge, skills and capacity to become active and effective global citizens who will be better equipped to deal with the known and unknown challenges facing them now and into the future in an ever increasing global community. It also equips students with the necessary skills for employment and further study in a vast range of areas.

The following presentations help explain why geography is such an important area of study for all students:

http://www.youtube.com/watch?v=Sj2CTHJzDN0
http://www.youtube.com/watch?v=qxOeta78Q7I
http://www.youtube.com/watch?v=_VmpWrefvew
http://www.youtube.com/watch?v=6Mj8MTWX4M
ENVIRONMENTAL CHANGE AND MANAGEMENT

The focus of this topic is on investigating environmental geography with the aim of promoting sustainable human interaction with the environment through an in-depth study of a specific environment or place.

Students may for example investigate:

Coastal environments, Riverine environments, Urban environments, Rural environments or any one of the Global Biomes which also exist within Australia (eg Chaparral, Humid Sub-Tropical, Tropical Rainforests etc). The ability for students to conduct fieldwork, virtual or real, will be one consideration in the selection of an environment or place for investigation.

Through studying this topic students will be able to:

- Predict changes in the characteristics of the place or environment over time and explain the predicted consequences of change.
- Explain the nature and reasons for people’s interaction with this place or environment and explain the nature of changes and consequences of this interaction
- Evaluate the alternative views on an environmental challenge, identify alternative strategies to address the challenge through their understanding of the environmental, social and economic implications and to propose and justify a response in relation to these criteria.
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| 1 & 2 | **Overview** | **Examining the nature in which humans are dependent upon the environment for our survival**  
Exoring the nature, global patterns and implications of human induced environmental change that threaten our survival  
Case study of an environmental change eg Acid Rain using Human-Environment systems thinking (using the Driving Force- pressure-state- impact response model) | **Students are able to explain the biophysical and human causes and impacts of an example of Environmental Change by describing the integration of environmental and attitudinal, demographic, social, economic, technological and political factors.** | **A series of activities aimed at measuring student understanding of factors.** |
| Week 3 - 9 | **Examining differences in “World Views” in relation to how we should interact with and manage the environment including the Eco centric model of the Australian Aborigines (and other indigenous groups) and the Human** | **Students are able to define and justify their interpretation of the “world view” surrounding the proposed management strategies relating to the issue of Acid** | **Discussion and/or written responses** |
| Week 10 - 17 | Students undertake a series of structured fieldwork and research activities aimed at guiding them through a geographic Inquiry process. | Students are able to design appropriate Inquiry questions based on the Driving Force- pressure- state- impact response model. They use Maps, Images and fieldwork to gather information. They are able to produce and use maps, graphs, tables and images to present their findings. And are able to suggest relevant management strategies. | Students will produce a report in a suitable format. |