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
TOPIC 1: WATER IN THE WORLD (10 WEEKS)

TOPIC 2: PLACE AND LIVEABILITY (7 weeks)

WATER IN THE WORLD

The focus of this topic is on water as an example of a Renewable Resource with the aim of developing in students an understanding that humans depend upon and are affected by the complex and interactive processes operating within the environment.

Students investigate:

The movement of water through the environment, how it becomes available as a resource for people including its spatial distribution and variability and its role as a factor in climatic hazards including how it impacts on people and how people respond.

Through studying this topic students will be able to:

- Explain the interconnections between people and environments and how they change environments
- Describe processes that influence the characteristics of places and how places are perceived and valued differently
- Describe alternative strategies to a response and proposes a response taking into account environmental, economic and social factors.
<table>
<thead>
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<th>week</th>
<th>CONTENT</th>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
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<tr>
<td>1 - 2</td>
<td>Atlas Licence activities</td>
<td>Atlas reading skills, including interpretation of commonly used thematic maps and graphical forms of communication; identification of continents and countries and: the ability to use Lat and Long and map grid references</td>
<td>Students complete a series of quizzes to achieve their licence</td>
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| 3 - 4 | The operation of the water cycle  
Natural storages of water including the biophysical processes through which water enters and leaves these sources. | Students describe the naturally dynamic nature of water sources resulting from biophysical processes and the types of use these sources are put to as a resource | AVD describing the nature of water sources and the biophysical processes affecting them and the types of uses made of them |
| 5 - 7 | Investigate the structure and elements of a Drainage Basin as the unit in which water enters and flows through its sources.  
Investigate the nature of human interactions with the | Students are able to identify the common types of land use and human interactions with catchment areas and the specific | Students produce a pop-up model of a drainage basin complete with types of human and biophysical |
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<tr>
<th>8 - 12</th>
<th><strong>Guided Geographic Inquiry case study</strong></th>
<th>Students gain an understanding of the issues surrounding water scarcity and the problem with sharing a resource across borders. Students demonstrate Geographic decision making skills through thorough exploration and consideration of the social, environmental and economic causes and implications.</th>
<th>Propose and describe alternative strategies to the geographic challenge taking into account the environmental, social and economic factors.</th>
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<td><strong>Decision Making: “Should Ethiopia Be allowed to build its Grand Renaissance Dam”</strong>? Students investigate the social, economic and environmental causes of the issue Could be conducted through Students role playing the various stakeholders to discuss the issue in identifying and discussing the options.</td>
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<td>13 - 17</td>
<td><strong>Tropical Cyclones and Flooding</strong> Location, causes, nature and behaviours of Tropical Cyclones or flooding <strong>Calculating Vulnerability of communities</strong></td>
<td>Students compare, evaluate define and explain the level of risk or vulnerability of communities</td>
<td>A series of short answer and mapping and graphing tasks.</td>
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