

YEAR 7 GEOGRAPHY – WATER AND LIVEABILITY

- Unit Outline -



Course Description:

There are two units of study in the Year 7 curriculum for Geography: *Water in the world* and *Place and liveability*.

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

Course Outcomes:

By the end of this unit you should be able to:

- Describe geographical processes that influence the characteristics of places and how places are perceived and valued differently
- Explain interconnections between people, places and environments and describe how they change places and environments
- Propose simple explanations for spatial distributions and patterns.
- Describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

Course Organisation:

The organisation of the unit will be:

- **Place and liveability** - focuses on the concept of place through an investigation of liveability – 15 lessons.
- **Water in the world** - focuses on water as an example of a renewable environmental resource – 15 lessons.

Student's activities will include:

- Researching, collating and categorising information
- Comparing and Contrasting environments
- Constructing graphs and charts
- Organising, recording and interpreting data
- Mapping

- Collaborating
- Observing, questioning and planning
- Reflecting and responding

Course Timeline:

Wk	Activity	Assessment
1	<p>Overview – Introduction to Geography Unit 1 – Place and Liveability - The factors that influence the decisions people make about where to live and their perceptions of liveability of a place. Discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure, with subjective measures such as people’s perceptions.</p>	
2	<p>- The influence of accessibility to services and facilities on the liveability of places.</p> <ul style="list-style-type: none"> • Comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries, for example, access to clean water, sanitation, education and health services. • Examining the role transport plays in people’s ability to access services and participate in activities in the local area. • Comparing transportation and accessibility in Australian cities with cities in countries of the Asia region or Europe. 	<p>Homework</p> <ul style="list-style-type: none"> • 1 home work piece
3	<p>- The influence of environmental quality on the liveability of places.</p> <ul style="list-style-type: none"> • Researching the effects of air pollution on the liveability of cities. • Explaining the importance of water quality to the liveability of places. • Investigating the concept of environmental quality and surveying the environmental quality of their local area and its effect on liveability. 	<p>Major research assignment – Interview somebody from another town.</p> <ul style="list-style-type: none"> • Which place is the most liveable...Yours / Your Friends?
4	<p>- The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places.</p> <ul style="list-style-type: none"> • Discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places • Investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability. 	
5	<p>- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.</p> <ul style="list-style-type: none"> • Researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality. • Developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people. 	<p>Formal Test</p> <ul style="list-style-type: none"> • Test 1 – Place and Liveability
5	<p>Unit 2 – Water in the World - The classification of environmental resources and the forms that water takes as a resource.</p> <ul style="list-style-type: none"> • Classifying resources into renewable, non-renewable and continuous resources, and investigating examples of each type. 	<p>Homework</p> <ul style="list-style-type: none"> • 1 home work piece

6	<p>– The ways that flows of water connect places as it moves through the environment and the way this affects places.</p> <ul style="list-style-type: none"> • Explaining how the movement of water through the environment connects places. • Investigating the environmental, economic and social effects of water as it connects places. 	
7	<p>- The quantity and variability of Australia’s water resources compared with those in other continents.</p> <ul style="list-style-type: none"> • Investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall • Interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other countries. 	<p>Major research assignment –</p> <ul style="list-style-type: none"> • Inquiry Assignment – The worst natural disaster to live through is?
8	<p>- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa.</p> <ul style="list-style-type: none"> • Investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used sustainably. • Discussing the advantages and disadvantages of strategies to overcome water scarcity, for example, recycling (‘grey water’), stormwater harvesting and re-use, desalination, inter-regional transfer of water, transfer and trade in virtual water, and reducing water consumption. 	
9	<p>- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region.</p> <p>-The causes, impacts and responses to an atmospheric or hydrological hazard.</p> <ul style="list-style-type: none"> • Explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods • Explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard. 	<p>Formal Test</p> <ul style="list-style-type: none"> • Test 2 – Water In The World

Course Vocabulary:

- | | |
|----------------------------------|---------------------------|
| • Geography | • Physical Feature |
| • Population Distribution | • Natural Feature |
| • Population Density | • Cultural Feature |
| • Urban | • Latitude |
| • Rural | • Longitude |
| • Push Factor | • Temperature |
| • Pull Factor | • Isobar |
| • Liveability | • Community |
| • Infrastructure | • Pressure System |
| • Environment | • Landforms |
| • Social Class | • Component |

YEAR 7 GEOGRAPHY – WATER AND LIVEABILITY

- Assessment Outline -

Course Assessment:

Wk	Assessment type	Weighting	Marks out of	Your Total
3	Inquiry – Interview Someone from another town My town is better than yours!	20%*		
7	Inquiry – Natural Disasters The Worst Natural Disaster to Live Through is?	20%*		
5	Test 1 – Place and Liveability	15%*		
10	Test 2 – Water	15%*		
ongoing	Class work and Class Activities Class Activities / Participation / General work / Organisation	20%*		
2 & 6	Homework (2 pieces)	10%*		

*specific marks to be advised

YEAR 7 GEOGRAPHY – WATER AND LIVEABILITY

- Teacher Programme -

There are 2 units that must be taught in year 7. These are:

- **Unit 1 – Place and Liveability - 50% of total teaching time**
- **Unit 2 – Water in the World – 50% of total teaching time**

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Unit 1 – Place and Liveability - 50% of total teaching time – 15 lessons

1. The factors that influence the decisions people make about where to live and their perceptions of the liveability of places ([ACHGK043](#))
1. The influence of accessibility to services and facilities on the liveability of places ([ACHGK044](#))
2. The influence of environmental quality on the liveability of places ([ACHGK045](#))
3. The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places ([ACHGK046](#))
4. The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe ([ACHGK047](#))

Unit 2 – Water In The World – 50% of total teaching time – 15 lessons

1. The classification of environmental resources and the forms that water takes as a resource ([ACHGK037](#))
2. The ways that flows of water connect places as it moves through the environment and the way this affects places ([ACHGK038](#))
3. The quantity and variability of Australia's water resources compared with those in other continents ([ACHGK039](#))
4. The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa ([ACHGK040](#))
5. The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and
6. Torres Strait Islander Peoples and peoples of the Asia region ([ACHGK041](#))
7. The causes, impacts and responses to an atmospheric or hydrological hazard ([ACHGK042](#))

Wk.	Lesson 1	Lesson 2	Lesson 3	Lesson 4
1	(Pupil Free Day)	(Pupil Free Day)	What is Geography	Place and Liveability Why we live where we do? Map Gingin
2	Why we live where we do? Defining urban / rural living	Examination of rural centres. Examination of remote centres.	Population Density/Distribution in Australia.	Examination of urban centres- comparing mega cities
3	Assignment 1 – Interview someone from another town	Population Pyramids & Statistics	Population Pyramids	Environmental quality on liveability - Pollution
4	Assignment 1	Assignment 1	Environmental quality on liveability – Climate	Environmental quality on liveability - Climate
5	Social connectedness	Test	Water and the World Water overview- what we use water for. Movement of water through the environment	Movement of water through the environment
6	Water cycle	Assignment 2 – Natural Disasters	(Jumps & Throws Day)	Assignment 2
7	Assignment 2	(Aths Carnival)	Water in Perth	Global Awareness - water scarcity Causes of rainfall/ rainfall patterns
8	Global Water Crisis- water scarcity & ways of managing water resources.	Water Aware - water scarcity & ways of managing water resources.	Water Aware - water scarcity & ways of managing water resources.	Rainfall patterns- comparison with other continents.
9	Bottled Water	Bottled Water	Revision/catch up lesson	Test

*** Only a 9 week programme has been prepared due to Country Week in Week 10. Students not attending Country Week will work on mapping skills.