

YEAR - 9 GEOGRAPHY

Biomes and Interconnections



Course Description:

This course will continue to develop students' knowledge and understanding of the geographical nature of the world through studying world biomes and the effect of climate and how this affects world food production. It will also look at the human impact on the environment in both positive and negative aspects.

Course Outcomes:

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

- Identify the locations and characteristics of some Biomes
- Explain how food security is maintained and the impact on Biomes.
- Identify connections between people and places.
- Explain potential future changes in food production and the ability to meet demands given the connection between people and places.

Course Organisation:

The organisation of the unit will be:

- **Biomes and food security in weeks 1 - 5**
- Geographies of interconnections in weeks 6 -10
- The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and will be taught in an integrated manner.

Course Timeline:

Week	Description	Assessment
1	What is a biome? Location and characteristics	
2	Australian Biomes Why biomes are different Climate and biomes	
3	Planning and research	Assignment on a local biome: threats, benefits, changes
4	Biomes and food production	
5	Yr 10 Exam week Modified biomes Impacts of feeding the world Food scarcity – land shortage, climate change	

6	Global tourism – why, trends in tourism, impacts of tourism	Research Assignment
7	Planning and research	
8	People and places – our perceptions of places, how we are connected	
9	Trade and it's connections with the world	Topic Test
10	Changing patterns of human behaviour What this mean for the future	

Course Vocabulary:

- Anomalies
- Attachment to place
- Biodiversity
- Biomass
- Biome
- Climate
- Climate graph
- Climatic zones
- Country/Place
- Culture
- Data
- Development
- Ecosystem
- Environment
- Environmental quality
- Environmental resources
- Environmental worldview
- Ethical protocols
- Export industries
- Features
- Fieldwork
- Geographic information system (GIS)
- Geographical processes
- Hazards
- Housing density
- Human wellbeing
- Interconnection
- Internal migration
- Land and water degradation
- Landform
- Landscape
- Liveability
- Local
- Natural vegetation
- Net primary productivity (NPP)
- Nutrient cycles
- Outline map
- Pattern
- Perception
- Place
- Population pyramid/profile
- Primary sources
- Region
- Relative location
- Remote
- Scale
- Seasonal calendar
- Secondary sources
- Settlement pattern
- Social connectedness
- Social justice
- Space
- Sustainability
- Topographic map
- Trends
- Urban concentration
- Urbanisation
- West Asia (Middle East)
- World region

YEAR 9 GEOGRAPHY – Biomes and Interconnections

- Assessment Outline -

Course Assessment:

Wk	Assessment type	Weighting	Marks achieved	Your Total
3	Impact on Local Biome Assignment	20%		

5	Research Assignment	40%		
9	Topic test	40%		

*specific marks to be advised.

Year 9 Achievement Standard

By the end of Year 9, students [explain](#) how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and [identify](#) the possible implications of change for the future. They [analyse](#) interconnections between people, places and environments and [explain](#) how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and [describe](#) associations between distribution patterns. They [analyse](#) alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and [justify](#) a response.

Students use initial research to [identify](#) geographically significant questions to frame an inquiry. They collect and [evaluate](#) a range of primary and secondary sources and [select](#) relevant geographical data and information to answer inquiry questions. They [analyse](#) data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students [synthesise](#) data and information to draw [reasoned](#) conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking [account](#) of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.

Specific Equipment required for each lesson:

Pens, pencils, ruler and coloured pencils.