

Rooty Hill High School – Capability Programming – MODEL 1 – Version 5 060816

	Subject/Course name: Geography Year Group: 7	Topic/Unit name: Landscapes and Landforms Sequence: 1/2 Lessons: 25	Written by Taught by
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<p>Unit related outcomes) describes the diverse features and characteristics of a range of places and environments</p> <p>and influences that form and transform places and environment</p> <p>es of people and organisations on a range of geographical issues</p> <p>ent of places and environments for their sustainability</p> <p>ses geographical information by selecting and using geographical tools for inquiry</p> <p>raphical information using a variety of strategies</p>	Syllabus C Geomorpl Value of la landforms Changing l Landscape protection Geomorpl
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<p>Problem/Context: (Describe) el company (such as Contiki) as a nator. One of the components of this iformation to travellers about certain rich characterise particular travel rtant information as the tourist d with being a ‘good’ corporate ecological sustainability of r future generations of travellers. vel company utilises in order to through education. The organisation</p>	<p>Purpose Statement: (clarify & refine what students will learn & what students will b do/produce, by the end of the unit/project)</p> <ul style="list-style-type: none"> - Students will learn how to create a webpage, allowing them to develop their I - Students will investigate how Aboriginal and Torres Strait Islander People va their country and how this underpins their cultural identity - Students will gain experience in producing a product to be used for commerci allowing them to develop their ‘Personal and Social Capacity’ and ‘Work and capabilities. - Write SEXE paragraphs that are purposeful, geared towards a particular audie examples, explanations and linking of ideas to answer the driving question: “E landforms make us who we are”?
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<p>er to communicate ortance, tourists should contemplate ces and landforms make us who we Education Coordinators will create a ; travellers which will educate them</p> <p>distribution of landforms/landscapes ns and landscapes lscapes/landforms ment and protection strategies for capes</p>	<p>- Utilise geographical tools, skills and research to deepen knowledge of the ma geography including: place, space, environment, interconnection, scale, susta and engage with critical and creative thinking as they synthesise geographica to produce a web page.</p>
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<p>er/student or co-designed) orms make us who we are? her/student or co-designed) ferent landscapes and landforms on Earth? ntal and human processes form and transform landscapes and landforms? alue landscapes and landforms? bout the ways in which Aboriginal people value landscapes and landforms? re landscapes and landforms sustainably managed and protected? entify shaped by landscapes?</p>	<p>Final Team Product/Assessment Tas</p> <p>15% multiple choice - metalanguage</p> <p>35% Webpage - including planning jo draft SEXE paragraphs and final web</p>
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TS &  Sequence	OUTCOMES, CONTENT & CAPABILITIES	LEARNING INTENTIONS & SUCCESS CRITERIA	RESOURCES & MODIFICATIONS	LESSON SEQU and/or STUDE Aligns with Ti
Design	Corporate, Collaborative programming design		Individual	Teacher
<p>ns) sses that lscapes</p>	<p>1. Outcomes &/or Content Descriptions: Investigate different landscape and the geomorphic processes that create distinctive landforms,</p>	<p>1. Learning Intentions (understanding): Inquire into how landforms/landscapes' spatial</p>	<p>1. Resources: Why is geo important video Metalanguage</p>	<p>> SAMPLE L <i>not requir</i> > Other Less <i>hyperlinke</i> 1. DO NOW</p>

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<p>CHALLENGE PRODUCT:</p> <p>or gn of ry final</p> <p>Landforms Who</p> <p>urist or Contiki page to siting a scape. ntiki visiting ofit and : of ge of this</p> <p>nt</p>	<p>for example:</p> <ul style="list-style-type: none"> ● identification of a variety of landscapes and landforms MVR ● explanation of geomorphic processes that create landforms eg weathering, erosion, deposition, tectonic activity VR 🖥️ ● examination of ONE landscape and its distinctive landforms F 🖥️ <p>2. Syllabus Core Content (<i>Knowledge/skills</i>):</p> <ul style="list-style-type: none"> ● Precip map ● Cross-sections ● Interpreting visual representations ● Analysing statistics to deepen knowledge <p>3. General capabilities & LAC areas:</p> <ul style="list-style-type: none"> ● ICT ● Numeracy ● Literacy 	<p>patterns shape human life</p> <p>Investigate landscapes and landforms to determine their value</p> <p>Develop a deep understanding of what Geography is and why it is important.</p> <p>Explain the interrelationship between geomorphic processes and landforms/landscapes</p> <p>2. Success Criteria (Evidence)</p> <ul style="list-style-type: none"> ● Construct inquiry questions ● Express the usefulness and importance of Geography ● Distinguish between landforms and landscapes ● Describe the spatial patterns of landforms and landscapes ● Explain geomorphic processes that create landforms 	<p>glossary</p> <p>Geomorphic processes videos:</p> <p>Video - geomorphic processes</p> <p>Supplementary video - geomorphic processes</p> <p>Key concepts of geo - syllabus</p> <p>Precis map - continental plates, p. 27 Pearson Text</p> <p>Geomorphic Process (tectonic activity videos)</p> <p>Lesson 3 Do Now and activity 1 Do Now Video Mountain faulting video</p>	<p>Presentat</p> <p>2. Lesson Ou and/or stu lesson 1</p> <ul style="list-style-type: none"> ● Present analysis relate : landfor ● Why is Studer reflect now 1 t Pose th Geogra import the 1st video a 2nd co the en ● Studer excerpt concep environ scale, s change studen ideas, l from a in the i
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<p>lem? w/need</p> <p>o I need? ch?</p> <p>do I</p> <p>rs have</p> <p>Question</p> <p>ective? ht</p> <p>estioning stigating mptions</p> <p>tions</p> <p>eed to vidually n groups, l</p>	<ul style="list-style-type: none"> Critical and creative thinking <p>4. Phase verbs (select appropriate)</p> <p>Inquisitive- verbs (Deconstruct/ Inquire/Examine/Investigate/ Question/Research)</p> <p>Collaborative - verbs</p> <p>Collaborate/Consult/Critiques/ Explain/Model/Appraise/Check</p>	<p>3. Thinking Tools (refer to Creativity Wheel):</p> <p>I used to think.... now I think</p> <p>Think-puzzle-explore</p> <p>See-think-wonder</p> <p>Zoom-in</p> <p>4. Metalinguage:</p> <p>Spatial pattern, geographical inquiry, landform, landscape, folding, faulting, tectonic plates, converging, diverging, deposition, erosion, chemical weathering, physical weathering,</p> <p>5. Subject-Literacy</p> <p>Construct inquiry questions</p> <p>Construct draft SEXE paragraphs</p> <p>Understand the directives of describe and explain</p>	<p>Folding - great demonstration Mountain folding video Supplementary video</p> <p>Geomorphic - tectonic lesson activities</p> <p>Kiama Blowhole info and activities</p> <p>Cross section activities</p> <p>2. Incursion: N/A</p> <p>3. Fieldtrip:</p> <p>Virtual fieldwork highlighting different landscapes and landforms & identification of geomorphological processes</p>	<p>Group:</p> <ul style="list-style-type: none"> Reflect comple thinkin new kr and wf <p>Lesson 2:</p> <ul style="list-style-type: none"> Activit resour <p>SEXE p provid definit of land Studer geogra discuss images wonde assessi on the they w pose ir Studer finding ongoin</p> <ul style="list-style-type: none"> Why d changi landfo geomoc create weathe deposi chart/ watch
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<p>d receive ely, using riteria? edback to the</p> <p>new mation/di and</p> <p>ht</p> <p>ing of</p> <p>ropriately uct</p> <p>1 - : ction 4.</p> <p>sitions, per essment) cted in</p>		<p>Create a Vocab Grid</p> <p>Here-hidden-head</p> <p>6. Subject-Numeracy -Understand concepts such as GDP - Interpret precis map - Construct a cross-section</p> <p>7. ICT capacity Use google platforms, such as google classroom and drive to organise work</p> <p>8. Feedback & Formative Task opportunities (may incorporate 2-6 from above for, self/peer/teacher & double as the Success criteria). See common FAT under the timeline section. Inquiry questions constructed. Cause and effect report on</p>	<p>on school grounds</p> <p>4. Samples/ Exemplars:</p> <p>5. Student Work Samples may be hyperlinked here</p> <p>6. Life Skills & NCCD Adjustments:</p>	<p>proces record definit proces share t with ot list.</p> <ul style="list-style-type: none"> • Studer called Along v chart/g to crea draw li everyd acader • Check Metala geomo Studer 1-7, p. <p>Lesson 3: Expla of RHHS Land (I</p> <ul style="list-style-type: none"> • Using t proces studen fieldw to ider answe Studer record data re a cause organi: 'explai of RHH
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ns) 15 N PLAN: through	1. Outcomes &/or Content Descriptions: investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for	1. Learning Intentions (understanding): Consult with primary sources to analyse the cultural, economic and spiritual values of landscapes and landforms to Aboriginal and Torres Strait Islander people. Design a story-telling strategy to convey the value of	1. Resources: 8 Ways of learning resources 8 Ways Videos:  Community links	> <i>SAMPLE L</i> <i>not requir</i> > <i>Other Less</i> <i>hyperlinke</i> 1. DO NOW (Presentati Recall the unit 'do landforms

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<p>of scope on of an ing</p> <p>nt</p> <p>ble</p> <p>ions and xplored? dy exist? /</p> <p>olution? your</p> <p>ht</p>	<p>example: (ACHGK049) 🖐️</p> <ul style="list-style-type: none"> ● explanation of the aesthetic value of landscapes and landforms to culture and identity 🖐️🌐 ● description of the cultural and spiritual value of landscapes or landforms in different places 🖐️🌐🗺️ ● identification of how a landscape can have economic value for different people ⭐ <p>2. Syllabus Core Content (<i>Knowledge/skills</i>):</p> <ul style="list-style-type: none"> ● Case study analysis ● Visual representations <p>3. General capabilities & LAC areas:</p> <ul style="list-style-type: none"> ● Intercultural understanding ● Aboriginal and Torres Strait Islander histories and cultures ● Literacy 	<p>landscapes/landforms which form culture and identity</p> <p>Argue the value of landscapes and landforms in making us who we are</p> <p>2. Success Criteria (Evidence)</p> <p>Design a learning map that communicates the main ideas of what makes a landscape/landform of value from primary sources</p> <p>Formulate a story that highlights the Aboriginal perspectives of landforms and landscapes</p> <p>Research a geographical issue affecting your chosen landscape or landform</p> <p>Determine evidence to support or oppose the driving question ‘do landscapes and landforms make us who we are?’</p> <p>Propose a design for your web page that will convey the value of</p>	<p>“Aunty Jenny, Aunty Nita & Uncle George”</p> <p>and Narran Lakes</p> <p>‘Aboriginal Sites’ from the NSW AECG</p> <p>2. Incursion: 8 Ways videos of local, community Aboriginal Elders</p> <p>3. Fieldtrip: Virtual field trip through the primary sources and videos of Aboriginal elders, explaining their connection with the landscapes/landforms unique to their country.</p> <p>4. Samples/ Exemplars:</p>	<p>us who we are vote for and a and justify.</p> <p>Show student: landforms/lan Aboriginal Site as the Eiffel Tc complete ‘circ highlight who landscapes/la Students to fir of a landscape connect to per their ‘circle of</p> <p>2. Lesson Ou and/or stu Lesson 1 & 2</p> <p>Watch 8 ways main ideas/co Aboriginal Eld connection wi are to (Teach complete SOL hexagons), rep through the u:</p>
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<p>tions</p> <p>eed to</p> <p>vidually</p> <p>n groups,</p> <p>h</p> <p>d receive</p> <p>ely, using</p> <p>riteria?</p> <p>edback to</p> <p>the</p> <p>new</p> <p>mation/di</p> <p>and</p> <p>ht</p> <p>ely</p> <p>ack</p> <p>1 -</p> <p>: N/A</p> <p>aginative</p> <p>tions of</p> <p>ning</p>	<ul style="list-style-type: none"> Personal and social capability Work and enterprise <p>4. Phase verbs (select appropriate)</p> <p>Design/plan/experiment/trial/formulate/propose/speculate</p> <p>Collaborative - verbs</p> <p>Collaborate/Consult/Critiques/Explain/Model/Appraise/Check</p>	<p>your chosen landform/ landscape</p> <p>Cooperate appropriately by designating tasks equitably.</p> <p>Appraise and critique the work of others to strengthen ideas</p> <p>3. Thinking Tools:</p> <p>Colour, Symbol, Image SOLO Taxonomy Circle of Viewpoints</p> <p>4. Metalanguage:</p> <p>Economic, value, intrinsic, spiritual, culture, identity, aesthetic</p> <p>5. Subject-Literacy</p> <p>SEXE paragraph construction</p> <p>Identify main ideas from multimedia presentations, comprehend and connect ideas.</p> <p>6. Subject-Numeracy:</p> <p>Understanding of time and history, past, present and future</p>	<p>5. Student Work Samples may be hyperlinked here</p> <p>6. Life Skills & NCCD Adjustments</p>	<p>Rubrics/succe:</p> <p>Based on the 8 students use F to story tell the narrative form images that cc visually expres told in the vidi landform/lanc contributes to</p> <p>Lesson 3-5 As:</p> <p>Complete coll: the assessmer issues affectin landscape/lan tasks).</p> <p>Complete ima (Colour-Symb assessment ta web page pro feedback from</p> <p>Research the c economic and the chosen lar be featured or product. Use t paragraph jou paragraph tha</p>
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<p>ed by the</p> <p>e section</p> <p>anning</p> <p>essment</p> <p>/Image</p> <p>ion</p> <p>ment</p> <p>of the</p> <p>ogle form</p> <p>ion check</p> <p>ts (<i>linked</i></p> <p>E</p> <p>er</p> <p>ssment</p> <p><i>l be the</i></p> <p><i>task &</i></p> <p><i>S):</i></p> <p>agraph</p> <p>ne</p> <p>and/or</p>		<p>7. ICT capacity:</p> <p>Experiment with various google search entries to support research</p> <p>Use images on google to obtain appropriate visual representations for Pecha Kucha</p> <p>8. Feedback & Formative Task opportunities (may incorporate 2-6 from above for, self/peer/teacher & double as the Success criteria).</p> <p>See common FAT under the timeline section.</p>	<p>one perspective</p> <p>organisation a</p> <p>landform/lanc</p> <p>3. Reflection</p> <p>4. Registratic</p>
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<p>ons)</p> <p>VELOP</p> <p>CT/</p> <p>nt with</p> <p>s.</p> <p>nt</p> <p>and what</p> <p>eing</p> <p>of my</p>	<p>1. Outcomes &/or Content Descriptions: Changing landscapes</p> <p>Students:</p> <p>investigate the human causes and effects of land degradation, for example: (ACHGK051)</p> <ul style="list-style-type: none"> • identification of the ways people utilise and change landscapes VR 🖥️ • description of the impact of a range of human activities on landscapes GSRV 📱📊 • examination of ONE type of landscape degradation including its spatial 	<p>1. Learning Intentions (understanding):</p> <p>Investigate how landscapes and landforms contribute to and shape our economy and way of life</p> <p>Assess management strategies used to protect landforms and/or landscapes</p> <p>Examine the spatial distribution of mining as a type of landscape degradation</p> <p>Determine evidence to support or oppose the driving question ‘do landscapes and landforms make us who we are?’</p>	<p>1. Resources: Pearson Text (see mini lessons)</p> <p>GeoWorld 7 (see mini lessons)</p> <p>2. Incursion:</p> <p>3. Fieldtrip:</p> <p>4. Samples/ Exemplars:</p> <p>5. Student Work Samples may be hyperlinked here</p>	<p>> <i>SAMPLE L</i> <i>not requir</i></p> <p>> <i>Other Less</i> <i>hyperlinke</i></p> <p>1. DO NOW</p> <p>Presentat</p> <p>Developing yc</p> <p>Understanding landforms thru research. (Intr students for th explicitly link h assist them to landform/lanc purpose of the</p>

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<p>it mentum ome t me : relevant) erent culty ainty tions eed to vidually n groups, 1 d receive ely, using riteria? edback to the</p>	<p>distribution, causes and impact   </p> <p>Landscape management and protection</p> <p>Students:</p> <p>investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example:</p> <p>(ACHGK052)  </p> <ul style="list-style-type: none"> description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing   examination of management and protection strategies for ONE landscape   assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the 	<p>2. Success Criteria (Evidence)</p> <p>Categorise ways that humans use and change landscapes for industrial and economic reasons</p> <p>Predict the type of land degradation caused by human activities on the landscape of Tunisia</p> <p>Compare and contrast protection strategies for landscapes and landforms from a local to global scale.</p> <p>Review sustainable management strategies used to support your chosen landform/landscape</p> <p>3. Thinking Tools: POOCH (Problem, options, outcomes and choice)</p> <p>4. Metalanguage: Spatial distribution, landscape degradation, cultural overlay, human activity, scale, extent, world heritage, national parks,</p>	<p>6. Life Skills & NCCD Adjustments:</p>	<p>web page).</p> <p>2. Lesson Outline and/or structure</p> <p>Mini lessons a short, instruct (30min) to cover core content a metalanguage on developing product inters these mini-les</p> <p>Mini lesson 1: people utilise landscapes for economic reasons graphic organisation industry, manufacturing, infrastructure, statistical evidence categorisation (Pearson)</p> <p>Mini lesson 2: their impact on Tunisia. Case study degradation - tilling and cultural deforestation strategies - to</p>
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<p>agraph e way orm can ng term f wk 6)</p> <p>l (By the</p>	<p>4. Phase verbs (select appropriate)</p> <ul style="list-style-type: none"> - Create/ generate/craft/develop/invent/ predict/review/reassess/de- brief/ reflect /evaluate/ suggest - Collaborate/Consult/Critiqu es/Explain/Model/Appraise /Check 	<p>Develop a webpage, by using a web-developer website/program (wix.com or weebly.com)</p> <p>8. Feedback & Formative Task opportunities (may <i>incorporate 2-6 from above for, self/peer/teacher & double as the Success criteria).</i></p>	<p>mapping</p> <p>Mini lesson 5: protection str: of the contributi and Torres Str knowledge to management landform.</p> <p>Use 10% Sumi</p> <p>Case study - K: Skill: Determir calculate an ar</p> <p>Assessment w Students comp effects of land possible mana their chosen la</p> <p>Complete dra a problematic landform/lanc</p> <p>Complete dra that discusses the landscape, managed to ei sustainability</p> <p>3. Reflection</p>
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ns)	<p>1. Outcomes &/or Content Descriptions: Geomorphic hazard</p> <p>Students:</p> <p>investigate ONE contemporary geomorphic hazard including causes, impacts and responses, for example: (ACHGK053)</p> <ul style="list-style-type: none"> description of the spatial distribution of the disaster     explanation of geomorphic processes causing the disaster and its impacts  examination of the responses of individuals, groups and government to the impact of the disaster  discussion of management strategies to reduce the future impact of similar natural hazard events 	<p>1. Learning Intentions (understanding):</p> <p>Evaluate the work of others and your own</p> <p>Reflect on your performance and that of your peers</p> <p>Repeat inquiry skills learnt during the project and apply to an investigation of a geomorphic hazard</p> <p>Explore the geomorphic connection between earthquakes and tsunamis</p> <p>2. Success Criteria (Evidence)</p> <p>Appraise and critique webpages produced by your peers</p> <p>Collaborate with your team to present the webpage product</p> <p>Receive feedback and apply to your own reflections</p> <p>Link land based topographic maps together to produce a tsunami</p>	<p>1. Resources: Cambridge text</p> <p>Scaffold for evacuation action plan</p> <p>2. Incursion:</p> <p>3. Fieldtrip:</p> <p>4. Samples/ Exemplars:</p> <p>5. Student Work Samples may be hyperlinked here</p> <p>6. Life Skills & NCCD Adjustments:</p>	<p>> <i>SAMPLE L</i> <i>not requir</i></p> <p>> <i>Other Less</i> <i>hyperlinke</i></p> <p>1. DO NOW (Presentati webpage! What does it r personal and s ethical unders group norms i webpage laun</p> <p>2. Lesson Ou and/or stu</p> <p>*****still wor</p> <p>"I notice that.. aspect of the (notice)</p> <p>And then follo</p>

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<p>ht</p> <p>ely ack</p> <p>1 - I used to elf</p> <p>bsite to lay wk 8, : 9 e product. ts (<i>linked</i> eer e use of</p> <p>ssment <i>I be the task & S</i>):</p> <p>giving and</p>	<p>Practise/rehearse/justify/repeat/ test/prepare/assess/evaluate/ reflect/link/</p>	<p>actively in recording information and providing feedback to groups.</p> <p>6. Subject-Numeracy Calculating elevation Analysing flood maps/contours Topographical maps - understanding spatial and ecological dimensions</p> <p>7. ICT capacity Students use google forms to complete the micro-lab while critiquing their peers' work. Self-reflection google form, using I used to think.... now I think</p> <p>8. Success Criteria (Evidence) Feedback & Formative Task opportunities (<i>may incorporate 2- 6 from above for, self/peer/teacher & double as the Success criteria</i>).</p>		<p>http://unami.coys.sh</p> <p>5) Manag Tsun town (a)</p> <p>b)</p> <p>3. Reflection</p> <p>4. Registratic</p>
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School: Rooty Hill High School

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		See common FAT under the timeline section.		
Strategies:		Suitability of learning activities:		
Standards and capabilities:		Suitability of feedback and assessment:		
Describe the program:		Teacher(s) who evaluated the program:		
Signature(s):		Date:	Signature(s):	

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