



SAMPLE COURSE OUTLINE

GEOGRAPHY
GENERAL YEAR 11

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Sample course outline

Geography – General Year 11

Semester 1 – Unit 1 – Geography of environments at risk

Week	Key teaching points
1–4	<p>Geographical skills – Mapping skills</p> <ul style="list-style-type: none"> • Identify and interpret a variety of topographic maps at different scales • Interpret marginal information on maps • Grid coordinates • Compass directions (8 points) and bearings • Scale • Calculate distance and area • Interpret relief on a map using contours and height information (spot heights) • Interpret, construct and annotate cross sections • Identify and interpret natural and cultural features • Describe site and situation • Identify different landform features, vegetation cover and hydrological features • Simple annotated sketch maps • Identify, describe and interpret spatial patterns, including land use, settlement and transport • Identify and describe spatial relationships between natural and cultural features <p>Task 1: A practical skills test based on Geographical skills/Mapping skills</p>
5–6	<p>Overview of Geography of environments at risks</p> <ul style="list-style-type: none"> • What is geography? • Define the concepts of environment, biome and ecosystems • Classify the biotic and abiotic elements of environments, biomes and ecosystems • Define terms such as biodiversity, food chain, food web, biomass, trophic levels, pyramids of numbers, pyramids of energy, flows of matter and energy • Distinguish between the natural and cultural features of environments • Define the concept of sustainability
7–8	<p>Depth study: The coastal environment (an environment at risk)</p> <ul style="list-style-type: none"> • Geographical inquiry skills • Classify the biotic and abiotic elements of the coastal environment • Location and distribution of the coastal environment • Characteristics of the following elements of the coastal environment: <ul style="list-style-type: none"> ▪ climate, including temperature and rainfall ▪ soils and landforms, including soil structure and topography ▪ flora and fauna, including dominant species and community structures • The interactions between the flora and fauna of the coastal environment, including the following ecosystem concepts: <ul style="list-style-type: none"> ▪ biodiversity ▪ food chain ▪ food web ▪ biomass ▪ trophic levels ▪ pyramids of numbers ▪ pyramids of energy ▪ flows of matter and energy <p>Task 2: A series of short response questions based on the key concepts from the Unit 1 overview</p>

Week	Key teaching points
9–10	<ul style="list-style-type: none"> • Interrelationships between biotic and abiotic elements of the coastal environment • Describe human activity and land use impacts upon patterns and processes within the coastal environment • Identify the cultural landscapes associated with the coastal environment <p>Task 3: A Geographical inquiry (including actual and virtual fieldwork) based on the sustainability of coastal environments</p>
11–14	<ul style="list-style-type: none"> • Identify the economic, political and social factors that impact upon decisions about sustainability of the coastal environment • Identify the different values and viewpoints (environmental, economic and social) that shape the human use of the coastal environment • Benefits of implementing sustainable practices within the coastal environment • The extent to which current land use practices are sustainable within a coastal environment • Measures by which humans are caring for the coastal environment: and the extent to which these measures have been successful <p>Task 4: Investigate Perth’s northern beaches as a case study of a coastal environment Part A: Fieldwork/practical skills – collecting and interpreting primary information and/or data and using Geographical inquiry skills Part B: A test based on the fieldwork and class work on the coastal environment including Perth’s northern beaches</p>
15	Revision
16	Task 5: A series of short response questions based on a sampling of the content from Unit 1

Semester 2 – Unit 2 – Geography of people and places

Week	Key teaching points
1–2	<p>Overview – Geography of people and places</p> <ul style="list-style-type: none"> • Define the concept of a region • The natural and cultural features of regions • The four natural spheres of regions: <ul style="list-style-type: none"> ▪ lithosphere ▪ atmosphere ▪ hydrosphere ▪ biosphere • The three types of cultural features of regions (land use, settlement, transport) • How regions can change over time • Define the concept of sustainability • Factors that impact upon the implementation of sustainable practices
3–4	<p>Geographical skills – Mapping skills</p> <ul style="list-style-type: none"> • Identify and interpret a variety of topographic maps at different scales • Interpret marginal information on maps • Grid coordinates • Compass directions (8 points) and bearings • Scale • Calculate distance and area • Interpret relief on a map using contours and height information (spot heights) • Interpret, construct and annotate cross sections • Identify and interpret natural and cultural features • Describe site and situation • Identify different landform features, vegetation cover and hydrological features • Simple annotated sketch maps • Identify, describe and interpret spatial patterns, including land use, settlement and transport • Identify and describe spatial relationships between natural and cultural features <p>Task 6: A practical skills test based on Geographical skills/Mapping skills</p>
5–7	<p>Depth study: A country town – Collie</p> <ul style="list-style-type: none"> • Geographical inquiry skills • The location of, and spatial variation within, Collie • Characteristics of the natural environment of Collie, including: <ul style="list-style-type: none"> ▪ topography and variations in the topography ▪ weather and climatic characteristics and factors that characterise weather and climate ▪ vegetation and factors affecting the vegetation patterns ▪ soil characteristics and patterns of soil distribution • The associations between the natural attributes of the environment in Collie, such as climate, soil type, vegetation, topography • Changing patterns of the natural environments of Collie over time, such as changes in soil fertility, climatic variations, changes in topography as a result of fluvial action
8–10	<ul style="list-style-type: none"> • Characteristics of the cultural environment of Collie, including the: <ul style="list-style-type: none"> ▪ spatial characteristics and pattern of settlement ▪ demographic characteristics ▪ land use characteristics, including form, function and land use distribution • Characteristics and associations of the cultural environment of Collie, including the: <ul style="list-style-type: none"> ▪ variations in the land use ▪ variations in settlement patterns and population distribution ▪ variations in transport systems and networks and flows of people and services ▪ demographic characteristics of the population

Week	Key teaching points
	<ul style="list-style-type: none"> • The association between the cultural attributes of the environment of Collie, such as topography and settlement, climate and agriculture, soils and agriculture, topography and transport • Changing patterns of the cultural environment of Collie over time, such as changes in settlement patterns, changes in agricultural patterns as a result of climate change <p>Task 7: A series of short response questions based on the following content:</p> <ul style="list-style-type: none"> • the characteristics of the natural and cultural environment of Collie and the association between them • the changing patterns of the cultural environment of Collie over time
11–14	<ul style="list-style-type: none"> • The potential of Collie to attract increased numbers of people for tourism and/or employment • A geographic issue (coal mining) pertinent to the sustainable development of Collie • The stakeholders within Collie who would be potentially affected by coal mining • The views and attitudes of these stakeholders towards coal mining • The extent to which the various responses to coal mining in Collie are likely to lead to sustainable management practices • The impact that increased flows of people for tourism and/or employment may have on sustainable management practices in Collie <p>Task 8: A Geographical inquiry (including actual and virtual fieldwork) based on a geographic issue related to the sustainable development of cultural and/or physical resources within Collie</p>
15	Revision
16	Task 9: A test based on a sample of the content from Unit 2 with a focus on the depth study and the fieldwork completed in Task 8