



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
1–15	<p>All the Geographical inquiry and skills should be taught during this unit. Relevant skills should be emphasised for each depth study.</p> <p>Geographical inquiry skills</p> <ul style="list-style-type: none"> • Observing, questioning and planning <ul style="list-style-type: none"> ▪ formulate geographical inquiry questions ▪ plan a geographical inquiry with clearly defined aims and appropriate methodology • Collecting, recording, evaluating and representing <ul style="list-style-type: none"> ▪ collect geographical information incorporating ethical protocols from a range of primary (interviews, questionnaires, student’s own experiences, and field observations) and secondary sources (online maps, websites, spatial software applications, print resources and visual media) ▪ record observations in a range of graphic representations using spatial technologies and information and communication technologies ▪ evaluate the reliability, validity and usefulness of geographical sources and information ▪ acknowledge sources of information and use an approved referencing technique • Interpreting, analysing and concluding <ul style="list-style-type: none"> ▪ analyse geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations ▪ identify and analyse relationships, spatial patterns and trends and make predictions and inferences • Communicating <ul style="list-style-type: none"> ▪ communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic, multimodal and graphic forms ▪ use geographical language in appropriate contexts to demonstrate geographical knowledge and understanding • Reflecting and responding <ul style="list-style-type: none"> ▪ apply generalisations to evaluate alternative responses to geographical issues at a variety of scales ▪ propose individual and collective action, taking into account environmental, social and economic factors and predict the outcomes of the proposed action <p>Geographical skills</p> <ul style="list-style-type: none"> • Remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery) <ul style="list-style-type: none"> ▪ identify and describe natural and cultural features and their patterns on the Earth’s surface using ground level photographs, aerial photographs (vertical and oblique), radar imagery and satellite imagery (Landsat, weather satellites and Google Earth) ▪ compare the different types of information available from remote sensing products with the information depicted on a topographic map ▪ use remote sensing products as an aid to interpreting natural and cultural features shown on topographic maps

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ determine direction on remote sensing products ▪ apply scale to the calculation of distance on remote sensing products ▪ interpret the difference in scale between a photograph and a topographic map of the same place • Geographical and statistical data skills (use of geographical and statistical data in formats, such as maps, tables, graphs and diagrams) <ul style="list-style-type: none"> ▪ calculate and interpret descriptive statistics, including central tendency (arithmetic mean, median, mode) and variation (maximum, minimum and range) ▪ interpret and apply data from different types of statistical maps (isopleth/isoline, choropleth, proportional circle and dot distribution maps) ▪ interpret and construct tables and graphs, including: picture graphs; line and bar graphs; scattergrams; climatic graphs; pie graphs; flowcharts and population pyramids ▪ use simple systems and flow diagrams to organise thinking about relationships ▪ extrapolate trends over time to forecast future conditions • Skills in the use of information and communications technology and geographical information systems (in a geographic context) <ul style="list-style-type: none"> ▪ use the internet as a tool for geographical research ▪ use simple applications, software and online resources (including Google Earth and Google Maps) to access atlases and remote sensing products (photographs, radar imagery and satellite imagery) for the purpose of identifying and describing spatial patterns and relationships ▪ access common databases, such as the Bureau of Meteorology, for spatial and statistical information ▪ use geospatial technologies, including GPS, to collect and map spatial data ▪ use simple GIS products in description and analysis
1–4	<ul style="list-style-type: none"> • Mapping skills (use of maps and atlases) <ul style="list-style-type: none"> ▪ identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global) ▪ understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales) ▪ establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes ▪ establish direction on a map using general compass directions (8 points) and bearings ▪ interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another ▪ apply the map scale to basic calculations to determine distance and area ▪ interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform) ▪ identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features ▪ construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale)

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ identify and interpret natural features and cultural features on a map ▪ describe the site and situation of places ▪ identify and describe spatial patterns, including land use, settlement and transport ▪ identify and describe spatial relationships between natural and cultural features <p>Task 1: Practical skills test</p>
5–6	<p>Overview of environments at risks</p> <ul style="list-style-type: none"> • the concepts of environment, biome and ecosystems • biotic and abiotic elements of environments, biomes and ecosystems • the following ecosystem concepts: <ul style="list-style-type: none"> ▪ biodiversity ▪ food chains and webs ▪ biomass ▪ trophic levels ▪ pyramid of numbers ▪ pyramid of energy ▪ flows of matter and energy • the difference between the natural and cultural features of environments • the concept of sustainability
7–8	<p>Depth study</p> <p>Students investigate at least one environment at risk (for the purpose of exemplifying the course content, coastal environments is the selected environment at risk)</p> <ul style="list-style-type: none"> • 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 chains and webs ▪ biomass ▪ trophic levels ▪ pyramids of numbers ▪ pyramids of energy ▪ flows of matter and energy <p>Task 2: Test</p>

Week	Key teaching points
9–10	<ul style="list-style-type: none"> • Geographical inquiry skills <ul style="list-style-type: none"> ▪ observing, questioning and planning ▪ collecting, recording, evaluating and representing ▪ interpreting, analysing and concluding ▪ communicating ▪ reflecting and responding • interrelationships between biotic and abiotic elements of the coastal environment • human activity and land use impacts upon patterns and processes within the coastal environment • cultural landscapes associated with the coastal environment • remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery) • geographical and statistical data skills (use of geographical and statistical data in formats, such as maps, tables, graphs and diagrams) • skills in the use of information and communications technology and geographical information systems (in a geographic context) <p>Task 3: Geographical inquiry</p>
11–14	<ul style="list-style-type: none"> • Fieldwork skills <ul style="list-style-type: none"> ▪ collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking ▪ collate field data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping ▪ analyse and interpret primary data • economic, political and social factors that impact upon decisions about sustainability of the coastal environment • 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: Fieldwork/practical skills</p>
15	Revision
16	Task 5: Test

Semester 2 – Unit 2 – Geography of people and places

Week	Key teaching points
1–2	<p>All the Geographical inquiry and skills should be taught during this unit. Relevant skills should be emphasised for each depth study.</p> <ul style="list-style-type: none"> • remote sensing skills (use of remote sensing products, such as ground level photographs, aerial photographs, radar imagery and satellite imagery) • geographical and statistical data skills (use of geographical and statistical data in formats, such as maps, tables, graphs and diagrams) • skills in the use of information and communications technology and geographical information systems (in a geographic context) • mapping skills (use of maps and atlases) • geographical inquiry skills <p>Overview of people and places</p> <ul style="list-style-type: none"> • 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 • the concept of sustainability • factors that impact upon the implementation of sustainable practices
3–4	<ul style="list-style-type: none"> • Mapping skills (use of maps and atlases) <ul style="list-style-type: none"> ▪ identify and interpret a variety of topographic maps, thematic maps (physical, political, and social maps, overlay maps, synoptic charts and climate maps) and statistical maps (proportional circle and dot distribution maps) at different scales (local, national and global) ▪ understand and interpret marginal information represented on maps (title, conventional signs contained in the legend, north point, numerical and linear scales) ▪ establish position on a map using alphanumeric grid coordinates, eastings and northings, four figure area references, six figure grid references, and latitude and longitude expressed in degrees and minutes ▪ establish direction on a map using general compass directions (8 points) and bearings ▪ interpret and express scale in written, linear and ratio (representative fraction) formats, and convert scale from one format to another ▪ apply the map scale to basic calculations to determine distance and area ▪ interpret relief on a map using contours and spot heights to describe the steepness and shape of a slope (concave, convex and uniform) ▪ identify different relief features (landforms, including hills, valleys, plains, spurs, ridges, escarpments, saddles, cliffs) and different types of natural vegetation cover and hydrological features ▪ construct simple annotated sketch maps using map conventions (border, title, legend, north point and approximate scale) ▪ identify and interpret natural features and cultural features on a map ▪ describe the site and situation of places

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ identify and describe spatial patterns, including land use, settlement and transport ▪ identify and describe spatial relationships between natural and cultural features <p>Task 6: Practical skills test</p>
5–7	<p>Depth study Students investigate at least one region (for the purpose of exemplifying the course content, Collie is the selected country town)</p> <ul style="list-style-type: none"> • 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 the regional 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: <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: <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 • 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: Test</p>
11–14	<ul style="list-style-type: none"> • Fieldwork skills (use of field observations and measurements) <ul style="list-style-type: none"> ▪ collect primary data using field techniques, including: surveys and interviews, observing and recording, listening, questioning, sketching and annotating, measuring and counting, photographing and note-taking ▪ collate primary data using techniques, including: listing, tabulating, report writing, graphing, constructing diagrams and mapping ▪ analyse and interpret primary data • Geographical inquiry skills <ul style="list-style-type: none"> ▪ observing, questioning and planning ▪ collecting, recording, evaluating and representing ▪ interpreting, analysing and concluding ▪ communicating ▪ reflecting and responding • the potential of Collie to attract increased numbers of people for tourism and/or employment

Week	Key teaching points
	<ul style="list-style-type: none">• a geographic issue (coal mining) pertinent to the sustainable development of cultural and/or physical resources in 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 Task 8: Geographical inquiry
15	Revision
16	Task 9: Test