

Life Skills Geography integrated sample scope and sequence: Stage 4

<p>Semester 1</p> <p>Geography 25 hours Science 10 hours English 10 hours Mathematics 5 hours</p>	<p>Integrated unit – Place and Liveability</p> <p>Students examine where people live and the features of places. Students develop their skills in interpreting maps and statistics through the exploration of geographical features of their local community. They explore factors influencing people’s decisions about where to live and investigate ways in which people contribute to their community and care for their local environment. Through engaging with the text, <i>Lockie Leonard: Human Torpedo</i> by Tim Winton, students develop their understanding of the ways in which we connect with our community and our environment. Students will draw on knowledge and understanding of science to recognise that living things need many resources for survival and human activity plays an important role in caring for their local environment.</p>		
<p>Outcomes</p>	<p>Geography: GELS-1, GELS-3, GELS-4, GELS-6, GELS-7, GELS-8 Science: SCLS-5WS, SCLS-7WS, SCLS-9WS, SCLS-15ES, SCLS-16ES, SCLS-17ES English: ENLS-15D, ENLS-16D Mathematics: MALS-34MG, MALS-36SP, MALS-37SP</p>	<p>Geographical concepts, skills and tools</p>	<p>Concepts – place, space, environment, interconnection, scale, change, sustainability Skills – acquiring, processing and communicating geographical information Tools – maps, fieldwork, graphs and statistics, spatial technologies, visual representations</p>
<p>Key inquiry questions</p>	<ul style="list-style-type: none"> • Where do people live? • What are the features of the different places where people live? • What factors influence where people live? • How do people connect to the place they live? 	<p>Key vocabulary</p>	<p>characteristics, cities, community, conservation, country, environment, features, liveable, towns, unliveable, villages</p>

<p>Semester 2</p> <p>Geography 25 hours English 5 hours Mathematics 10 hours</p>	<p>Integrated unit – Water in the World</p> <p>Students examine water as an environmental resource and the processes of the water cycle. They explore the importance of water for sustaining life and the extent to which fresh water is available and accessible. Students investigate sources of water for human use and the different ways people use water. They will draw on their mathematical skills to use maps and plans to identify locations of water sources and to interpret data and information from various contexts and in different formats. Students appreciate the value of water to different people across the world and conduct an investigation to explore the importance of water for sustaining life. Students learn about the features of visual texts and explore how visual texts have been used in water campaigns to encourage action. Students demonstrate an understanding of citizenship through designing and participating in a campaign to encourage their school community to conserve water.</p>		
<p>Outcomes</p>	<p>Geography: GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 Mathematics: MALS-33MG, MALS-34MG, MALS-37SP English: ENLS-5A, ENLS-10B</p>	<p>Geographical concepts, skills and tools</p>	<p>Concepts – place, space, environment, interconnection, scale, change, sustainability Skills – acquiring, processing and communicating geographical information Tools – maps, fieldwork, graphs and statistics, spatial technologies, visual representations</p>
<p>Key inquiry questions</p>	<ul style="list-style-type: none"> • Where is water found? • How do people use water? • What affects people’s access to and use of water? • How and why does water need to be preserved? 	<p>Key vocabulary</p>	<p>hazard, limited, management, resource, source</p>