

Life Skills Geography integrated sample scope and sequence: Stage 5

<p>Semester 1</p> <p>Geography 25 hours English 15 hours Science 10 hours Mathematics 10 hours</p>	<p>Integrated unit – Sustainable Biomes</p> <p>Students identify the physical features of biomes. They investigate threats to biomes and the effect of those threats on biomes. Students explore factors influencing and affecting farming and food production in Australia and other countries. Students examine how a growing population affects global food security. They use inquiry skills to conduct a geographical inquiry into threats to a specific biome and use scientific knowledge and skills to explore environmental sustainability. Students will draw on their mathematical skills to use maps to identify locations of biomes across the world and will interpret information and draw conclusions from data displays. They will have opportunities to interpret and compose a range of visual texts.</p>		
<p>Outcomes</p>	<p>Geography: GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 English: ENLS-4A, ENLS-10B, ENLS-11B, ENLS-12C, ENLS-15D Science: SCLS-5WS, SCLS-6WS, SCLS-7WS, SCLS-13ES, SCLS-16ES, SCLS-20LW Mathematics: MALS-34MG, 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, graphs and statistics, spatial technologies, visual representations</p>
<p>Key inquiry questions</p>	<ul style="list-style-type: none"> • What are biomes? • How are biomes used and altered? • What are the factors affecting food production? • How will the world feed its future population? 	<p>Key vocabulary</p>	<p>agriculture, alpine, aquatic, biomes, climate, crops, deserts, farming, fibres, grasslands, influence, production, savanna, sustainability, tundra, vegetation</p>

<p>Semester 2</p> <p>Geography 25 hours Mathematics 15 hours History 10 hours English 10 hours</p>	<p>Integrated unit – Changing Places</p> <p>Students examine the features and patterns of urban areas in Australia and other countries. They explore the reasons for internal and international migration patterns and the effect of population movements. Students investigate the impact of different cultures on Australian society and explore cultural representations within their local community. Students investigate issues related to the management, and future, of urban places. They will draw on their mathematical skills to use maps to identify locations of urban areas throughout Australia and interpret information and draw conclusions from data displays. They will compare and order numbers when looking at population information. Students will investigate and explore strategies for sustainability in urban areas. They will have opportunities to interpret different forms of visual information.</p>		
<p>Outcomes</p>	<p>Geography: GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 Mathematics: MALS-7NA, MALS-33MG, MALS-34MG, MALS-37SP History: HTLS-4, HTLS-6, HTLS-9 English: ENLS-4A, ENLS-11B</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, visual representations</p>
<p>Key inquiry questions</p>	<ul style="list-style-type: none"> • What are urban areas? • Why do people move to urban areas? • What are the effects of urbanisation on places and the environment? • How can urban areas be sustainable for the future? 	<p>Key vocabulary</p>	<p>construction, density, employment, housing, multiculturalism, population, rural, services, sustainability, urban, urbanisation</p>