

# Australian Curriculum: Geography — Year 8

CURRICULUM		13 Weeks
		Unit 1
<b>Unit name</b>	<b>Changing Nations and Australian Landscapes and Landforms</b>	
<b>Unit description</b>	<p>In Geography students investigate geomorphology through a study of landscapes and their landforms while considering the impact of changing human geography, as revealed by shifts in population distribution and the activities of humans. Students examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and the hazards associated with landscapes, and management of these. Students develop an understanding of the concept of environment, which enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia, particularly in the local context and throughout the world. Students then deconstruct the spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.</p> <p>The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.</p>	

ASSESSMENT		13 Weeks
		Summative assessment task 1
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Project
	<b>Type of text</b>	Field Report
	<b>Mode</b>	Written
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>• 3 weeks notification</li> <li>• In class &amp; home time required</li> <li>• Length 500-600 words</li> <li>• All research, note-taking &amp; planning to be completed in Field Report Booklet</li> <li>• Teacher/student conferencing to monitor &amp; provide feedback</li> <li>• Notes and/or report may be typed or neatly hand-written</li> </ul>
<b>Aspects of the achievement standard</b>		
explain geographical processes that influence the characteristics of places		
explain how places are perceived and valued differently		
explain interconnections within environments and between people and places and explain how they change places and environments		
compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors		
identify geographically significant questions from observations to frame an inquiry		
evaluate a range of primary and secondary sources to locate useful and reliable information and data		
select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions		
analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions		
present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms		
propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal		

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

