

8-WEEK TEACHING PLAN

Year 8 Geography



Lesson focus + learning intentions	Curriculum links	Time	Teaching strategies + learning experiences	FP2P resources + activities
<p>Week 1: Sustainable seafood + evaluating different views about the value of the environment where Jim catches sardines.</p>	<p>ACHGK051 The human causes and effects of landscape degradation ACHGK052 The ways of protecting significant landscapes Cross Curriculum Priorities Sustainability</p>	<p>2 x 45 min</p>	<p>T plays 11'51 video in full or skip directly to time references in lesson plan. T leads a discussion on how the fishing industry has changed over the last 2-3 generations based on video material. Ss will use the <i>recommended source material</i> and <i>teacher resources</i> to write a letter to the Australian Government as to why Sustainable Seafood Week should also be celebrated in Australia. T plays the Masterclass. Ss practise + present their Government pitch to the rest of the class.</p>	<p>Virtual Video Excursion: Fish Lesson Plan: Year 8 Geography Lesson 4 p26 Masterclass: Communication & Listening Case Study: Great South Grammar, WA</p>
<p>Week 2: Land for food + considering the importance of geographic diversity to maximise food production.</p>	<p>ACHGK048 The different types of landscapes and their distinctive landform features ACHGK051 The human causes and effects of landscape degradation ACHGS058 Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate ACHGS060 Apply geographical concepts to draw conclusions based on the analysis of the data and information collected ACHGS061 Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate Cross Curriculum Priorities Sustainability</p>	<p>2 x 45 min</p>	<p>T provides a selection of maps of Australia showing features such as the geology, water sources, transport links and climate. Ss examine the features of the ocean environment along the WA coast. Ss investigate the landscape around Mildura in Victoria where almonds are grown. Ss research an alternative to soil for growing nuts. Ss design a farm to grow food into the future taking into consideration urban encroachment, soil health, water availability and a changing climate.</p>	<p>Virtual Video Excursion: Almonds Lesson Plan: Year 8 Geography Lesson 1 p8</p>

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<p>Week 3: Geographic diversity + evaluating the effect of urban encroachment on food production.</p>	<p>HASS / Business and Economics Businesses and careers Cross Curriculum Priorities Sustainability</p>	<p>2 x 45 min</p>	<p>T draws circles around other large food producing regions in Victoria on the maps sourced in Week 2. Ss assess how close these regions are to towns and cities. T reviews the Podcast Pack and plays the Frozen Berries Virtual Video Excursion, referring to time stamp 2'47". T explains urban encroachment and Ss create their own podcasts about why people are building on prime agricultural land after watching the Masterclass. Ss recommend solutions to minimise disruption to food production such as vertical garden beds and rooftop gardens on high-rise buildings. Ss watch the Food Waste Virtual Video Excursion to see examples.</p>	<p>Podcast Pack: Frozen Berries Virtual Video Excursion: Frozen Berries Masterclass: Creativity Virtual Video Excursion: Food Waste</p>
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<p>Week 4: Agroecology + finding ways to enhance the resilience of people, communities and ecosystems.</p>	<p>ACHGK048 The different types of landscapes and their distinctive landform features ACHGS057 Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies ACHGS058 Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate ACHGS060 Apply geographical concepts to draw conclusions based on the analysis of the data and information collected Cross Curriculum Priorities Sustainability</p>	<p>2 x 45 min</p>	<p>Ss watch the Wheat Virtual Video Excursion. T defines the term 'agroecology'. Ss write a list of the agroecological features and grain-growing and/or crop activity in their region. The activity in Getting Started will give students experience in creating a map of their region (or one of the assigned regions in the Lesson Plan) based on data gathered. Ss download and explore the MyCrop Barley app as mentioned by Georgia at 3'53" in the Careers Part II Virtual Video Excursion to work out the best grain varieties to suit different environments. T revisits the topic of geographic diversity from Week 3 on page 22 of the Lesson Plan.</p>	<p>Virtual Video Excursion: Wheat Lesson Plan: Year 8 Geography Lesson 3 p 20 Virtual Video Excursion: Careers Part II</p>
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<p>Week 5: Causes of erosion + proposing methods to prevent and stop erosion.</p>	<p>ACHGK051 The human causes and effects of landscape degradation Cross Curriculum Priorities Sustainability</p>	<p>2 x 45 min</p>	<p>T recaps last week's discussion inspired by watching the Wheat Virtual Video Excursion. Ss research and list the causes of erosion on a farm. Ss propose methods that can be implemented on farms to prevent and stop erosion. Ss describe each method in detail and draw and present a plan that they could give to a farmer struggling with erosion on their property.</p>	<p>Virtual Video Excursion: Wheat Lesson Plan: Year 8 Geography Lesson 3 p 23 Activity Card: Erosion Action p23.</p>
<p>Week 6: Careers in a time of change + listing the jobs required to support agriculture behind the scenes.</p>	<p>HASS / Business and Economics Businesses and careers Cross Curriculum Priorities Asia & Australia's Engagement wit Asia</p>	<p>2 x 45 min</p>	<p>Ss list all the jobs they can think of that have a role in the grains industry. Ss list the specific expertise that would be required beside each job and then review similarities. Ss discuss in groups new and emerging skills and knowledge they think would be needed to maintain the grain industry in their region? Ss watch one or all of the Famous Farmer episodes, particularly Matt from Junee who is planting grain.</p>	<p>Virtual Video Excursion: Careers Part I + II + III Lesson Plan: Year 8 Geography Lesson 3 p 21 Famous Farmer: Matt, Junee NSW.</p>
<p>Week 7: Noongar landscape + understanding multilayered meanings associated with landscapes and landforms.</p>	<p>ACHGK049 The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples. ACHGS059 Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships Cross Curriculum Priorities Aboriginal & Torres Strait Islander Histories & Cultures</p>	<p>2 x 45 min</p>	<p>Students locate the Bibbulmun traditional territories on the map from Week 2/3 guided by the AIATSIS Map of Indigenous Australia. Ss locate Blackwood Valley Organic Beef (at Boyup Brook) as well as the Bibbulmun Track route. Ss explore Noongar and Bibbulmun culture using the <i>teacher resources</i> provided. Ss respond with a written or oral piece about how people are connected to the land, using Noongar or Bibbulmun examples for the area around the Blackwood Valley farm in this Virtual Video Excursion.</p>	<p>Virtual Video Excursion: Beef Lesson Plan: Year 8 Geography Lesson 2 p15 Famous Farmers: Jess MacDougall, Guyra NSW + Ana Pimenta, King Island TAS Case Study: Karen Sheldon Catering, NT.</p>

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Week 8: Fire on the land + applying principles of prevention and mitigation to minimise harmful effects of bushfires.	<p>ACHGK053 The causes, impacts and responses to a geomorphological hazard.</p> <p>ACHGS056 Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources. ACHGS057 Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies.</p> <p>ACHGS058 Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate. ACHGS059 Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships Cross Curriculum Priorities Sustainability</p>	2 x 45 min	<p>T explains the terms 'biotic' and 'geomorphic'. Ss use Geoscience Australia's online tools to research how the application of principles of prevention, mitigation and preparedness minimise the harmful effects of bushfires (and on wheat farms and grain production). T refers to 4'48" in the Wheat Virtual Video Excursion in Week 5. T refers to the lesson in Week 6 and reminds students that growing grain is the livelihood of many farmers in Australia. Ss consider what happens to the soil after a bushfire and the effect the heat, smoke, carbon and debris has on the soil biota. Ss draw circles around fire-prone areas on the map(s) as used in Week 2/3/7. **T displays the drawn map(s) of Australia from this completed From Paddock to Plate 8-week unit of work on the wall in the classroom as a reference for ongoing lessons. Ss finish with the Homework comprehension on Wheat to summarise what they have learnt.</p>	<p>Virtual Video Excursion: Wheat Lesson Plan: Year 8 Geography Lesson 6 p39 Homework: Wheat Secondary.</p>
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