

Local Landforms – Year 8

Students focus on estuaries, deposition banks and floodplains which are all key features of the wetland environment. NBEEC can focus on local landforms and have students observe first hand the key practical components from the **Curriculum into the Classroom - Geography Unit 1 - Landforms and landscapes, lessons 1, 5, 6 & 7** providing a local Moreton Bay response to the Stimulus exam for the unit.



Day Visit program

YEAR 8 Geography – Australian Curriculum and C2C Mapping	
ACARA	<p>Geographical Knowledge and Understanding</p> <p>Unit 1: Landforms and landscapes The different types of landscapes and their distinctive landform features (ACHGK048) The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050) The human causes and effects of landscape degradation (ACHGK051) The ways of protecting significant landscapes (ACHGK052) The causes, impacts and responses to a geomorphological hazard (ACHGK053)</p>
	<p>Geographical Inquiry and Skills</p> <p>Observing, questioning and planning Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055) Collecting, recording, evaluating and representing Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056) 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 (ACHGS057) 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 (ACHGS058) Interpreting, analysing and concluding 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 (ACHGS059) Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060) Communicating 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 (ACHGS061) Reflecting and responding Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)</p>
	<p>Key inquiry questions</p> <ul style="list-style-type: none"> • How do environmental and human processes affect the characteristics of places and environments? • How do the interconnections between places, people and environments affect the lives of people? • What are the consequences of changes to places and environments and how can these changes be managed?
C2C	Landforms and landscapes
Nudgee Beach EEC programs	Local Landforms
ACARA	<p>General Capabilities</p> <p>Literacy •Comprehending texts through listening, reading and viewing •Composing texts through speaking, writing and creating •Text knowledge •Grammar knowledge •Word knowledge •Visual knowledge</p> <p>Numeracy •Recognising and using patterns and relationships •Using spatial reasoning •Interpreting statistical information</p> <p>Information and communication technology capability Australian Curriculum ICT Capabilities •Investigating with ICT • Creating with ICT • Communicating with ICT</p> <p>Critical and creative thinking • Inquiring - identifying, exploring and organising information and ideas • Generating ideas, possibilities and actions •Reflecting on thinking and processes •Analysing, synthesising and evaluating reasoning and procedures</p> <p>Personal and social capability •Self-awareness •Social awareness</p> <p>Ethical behaviour •Understanding ethical concepts and issues •Reasoning in decision making and actions •Exploring values, rights and responsibilities</p> <p>Intercultural understanding • Recognising culture and developing respect •Interacting and empathising with others</p>
	<p>Cross Curriculum Priorities</p> <p>Aboriginal and Torres Strait Islander histories and cultures Students will build an awareness through: •Understanding the interconnected elements of Country/Place, Cultures and Peoples •Exploration of culture through law/lore, languages, dialects, literacies •Holistic world view of Aboriginal peoples and Torres Strait Islander peoples •Relationships Aboriginal peoples and Torres Strait Islander peoples have with place and their interconnection with the environments in which they live</p>

	<ul style="list-style-type: none">• Knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples with water, climate, seasons, land and sky• Understanding of spatial inequalities in human welfare, sustainable development and human rights• Historic and contemporary impacts of colonisation• Developing research and field work skills by engaging with Aboriginal peoples and Torres Strait Islander peoples <p>Sustainability</p> <p>Students will:</p> <ul style="list-style-type: none">• understand that all life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival• understand that sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems• develop world views by exploring places at a global level• understand that sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments
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