Geography Stage 5 (Year 9) – sample scope and sequence

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# Overview

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students

This scope and sequence has been designed for the following delivery method:

* Stage 5 delivered across Year 9 to Year 10
* Syllabus delivered across the calendar year.

This sample scope and sequence consists of 50 hours of learning in Year 9.

# Geography Stage 5 (Year 9) – scope and sequence

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context.

Table 1 – Geography Stage 5 (Year 9) (40 week) scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ****Term and duration**** | ****Learning overview**** | ****Outcomes**** | ****Skills and concepts**** | ****Assessment**** |
| ****Term 1 Week 1 – Term 2 Week 10**** | **Biomes and sustainable agriculture**  Students develop an understanding of the characteristics of biomes and their global distribution.  They explore the influence of climate and vegetation on biome productivity, human alterations to biomes, the nature of food security and sustainable practices.  Students gain an insight into Aboriginal Peoples’ Knowledges and collaborative practices and how they can inform sustainable food systems for the future. | GE5-DFC-01, GE5-PRI-01, GE5-PER-01, GE5-MAN-01, GE5-APC-01, GE5-TAP-01, GE5-COM-01  **Related Life Skills outcomes**:GELS-DFC-01, GELS-DFC-02, GELS-PRI-01, GELS-PRI-02, GELS-PER-01, GELS-MAN-01, GELS-APC-01, GELS-APC-02, GELS-TAP-01, GELS-TAP-02, GELS-COM-01 | * Place, space, environment, interconnection, scale, sustainability, change * Acquiring geographical information, processing geographical information, communicating geographical information | Mini geographical investigation |
| ****Term 3 Week 1 – Term 4 Week 10**** | **Changing places**  Students gain an understanding of the factors that influence international and internal migration.  They examine the causes and consequences of urbanisation and the differences in the spatial distribution of urban settlement patterns within Australia and in a selected country.  Students explore the challenges and opportunities of living in urban, rural and remote places and how urban places can be managed sustainably. | GE5-DFC-01, GE5-PRI-01, GE5-PER-01, GE5-MAN-01, GE5-TAP-01, GE5-COM-01  **Related Life Skills outcomes**: GELS-DFC-01, GELS-DFC-02, GELS-PRI-01, GELS-PRI-02, GELS-PER-01, GELS-MAN-01, GELS-TAP-01, GELS-TAP-02, GELS-COM-01 | * Place, space, environment, interconnection, scale, sustainability, change * Acquiring geographical information, processing geographical information, communicating geographical information | Fieldwork report (multimodal) |

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# References

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