# Geography 11–12 – People, patterns and processes

**Note: the Geographical Investigation has been integrated into this program.**



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## Rationale

The NSW Department of Education publishes a range of curriculum support materials, including samples of lesson sequences, scope and sequences, assessment tasks, examinations, student and teacher resource booklets, and curriculum planning and curriculum evaluation templates. The samples are not exhaustive and do not represent the only way to complete or engage in each of these processes. Curriculum design and implementation is a dynamic and contextually-specific process. While the mandatory components of syllabus implementation must be met by all schools, it is important that the approach taken by teachers is reflective of their needs and faculty/school processes.

NESA defines [programming](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming) as the process of ‘selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge’ ([NESA](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming) 2022). A program is developed collaboratively within a faculty. It differs from a unit in important ways, as outlined by NESA on their [advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units) page. A unit is a contextually-specific plan for the intended teaching and learning for a particular class for a particular period. The organisation of the content in a unit is flexible and it may vary according to the school, the teacher, the class, and the learning space. They should be working documents that reflect the thoughtful planning and reflection that takes place during the teaching and learning cycle. There are mandatory components of programming and unit development, and this template provides one option for the delivery of these requirements. The NESA and department guidelines that have influenced this template are elaborated upon at the end of the document.

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.

## Overview

**Description**: this program of learning addresses the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns. The lessons and sequences in this program of learning are designed to allow students develop the knowledge and skills to investigate the unique character of places and how various human processes are shaping them.

The Geographical Investigation (GI) has been integrated into this program. Specific lessons relating to the GI have been included and provide opportunities to support students throughout the investigation.

During Week 1 of the program, students will examine the diversity and extent of human activity on the Earth's surface on a global scale, including spatial patterns of settlement, infrastructure, and agricultural and industrial production. They will also analyse the role of technology, transnational corporations, world cities, migration, and tourism in international integration and its impact on spatial patterns.

During Week 2 of the program, students will explore the characteristics, growth, and distribution of the global population. They delve into analysing population trends, rates of change, and population density, gaining a comprehensive understanding of the subject matter.

During Week 3 of the program, students will explore the factors that contribute to global population change, with a focus on the influences that shape these shifts.

During Weeks 4–5 of this program, students delve into the challenges that arise from population change, including environmental, economic, and social impacts. They explore the population characteristics and trends of two countries, examining the reasons for similarities and/or differences, the challenges each country faces, and the responses to those challenges. They examine varying perspectives on population management, considering the ethical, cultural, and political dimensions of this complex issue.

During Week 6 of the program, students will have an opportunity to complete a ‘check in’ for the Geographical Investigation. Students review their progress so far, complete peer reviews and apply feedback. This is an opportunity for teachers to ensure that students are ‘on track’ to complete their project on time and with the depth required.

During Weeks 7–8 of this program, students explore the interconnections between population characteristics and natural resources. This involves examining the global distribution and consumption of natural resources, as well as the impact of population size, distribution, and concentration on resource consumption patterns in different regions. In addition, students also consider the challenges associated with resource consumption, such as resource depletion, environmental degradation, and impacts on Indigenous Peoples, as well as the inequalities in human wellbeing that can arise from these challenges.

During Week 9 of the program, students explore the geopolitical characteristics of places from a global perspective, including nation-states and territories, political systems and ideologies, and power blocs. They also analyse the influences on political tension and conflict, as well as the impacts of and responses to such tensions and conflicts.

During Week 10 and 11 of the program, students will study Political power and contested spaces to develop an understanding of the role of people in changing places and environments, the processes involved, and various responses to change.

During Weeks 12 and 13 of this program, students delve into the contested space of Antarctica, gaining insight into the spatial patterns and complex geopolitical conflicts/tension in this region.

In the final week, Students will have an opportunity to finalise their Geographical Investigation ready for submission at the end of the week.

**Duration**: this program of learning is designed to be completed over a period of approximately 14 weeks in 60-minute lessons but can be adapted to suit the school context.

**Explicit teaching**: suggested learning intentions and success criteria are available for the lessons provided. Learning intentions and success criteria are most effective when they are contextualised to meet the needs of students in the class. The examples provided in this document are generalised to demonstrate how learning intentions and success criteria could be created.

## Outcomes

* **GE-11-01** examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
* **GE-11-02** explains geographical processes and influences, at a range of scales, that form and transform places and environments
* **GE-11-03** explains geographical opportunities and challenges, and varying perspectives and responses
* **GE-11-04** assesses responses and management strategies, at a range of scales, for sustainability
* **GE-11-05** analyses and synthesises relevant geographical information from a variety of sources
* **GE-11-06** identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
* **GE-11-07** applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
* **GE-11-08** applies mathematical ideas and techniques to analyse geographical data
* **GE-11-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

[Geography 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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## Teacher advice

### Fieldwork

The Year 11 Geography course includes 12 hours of mandatory fieldwork. This hands-on learning experience allows students to investigate the unique character of places and how various human processes are shaping them. Fieldwork enables students to connect theoretical knowledge with real-world applications. It enhances their critical thinking, problem-solving, and observational skills while also promoting a sense of stewardship for the environment.

When conducting fieldwork involving people, ethical practices must be adhered to, including respecting intellectual property (IP) rights. For example, if students are gathering data from community members, informed consent should be obtained, and participants should be made aware of how their information will be used. Additionally, any copyrighted material or resources must be appropriately cited and used with permission.

Fieldwork involving Aboriginal sites or focused on Aboriginal and/or Torres Strait Islander Peoples and cultural heritage, requires special consideration of Indigenous cultural and intellectual property (ICIP) rights. To ensure ethical practices, students and teachers should familiarise themselves with cultural protocols for working with Aboriginal communities. Appropriate consultation with local communities and education consultants is necessary to establish respectful and mutually beneficial relationships. For more information, refer to [Aboriginal and Torres Strait Islander principles and protocols](https://curriculum.nsw.edu.au/teaching-and-learning/aboriginal-education).

In accordance with the NSW Department of Education's [Excursion policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0010), risk assessments must be conducted prior to any fieldwork activities. This includes identifying potential hazards, assessing risks, and implementing control measures to mitigate those risks. Teachers must ensure that adequate supervision is provided, and that all necessary permissions and approvals are obtained before commencing fieldwork.

### Geographical tools

Geographical tools are to be embedded into classroom activities as appropriate. Students should have more than one opportunity to demonstrate their skills. The following geographical tools have been integrated into this program:

* maps – topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, latitude and longitude
* graphs and statistics – compound and composite column and bar graphs, line graphs, scatter graphs, climate graphs
* spatial technologies – virtual maps, satellite images, GPS and Geographical Information Systems (GIS)
* visual representations – photographs, vertical and oblique aerial photographs, satellite images, flow charts, annotated diagrams and mind maps.

### Geographical inquiry skills

The geographical inquiry skills content is to be integrated throughout the course. ‘Applying geographical understanding’ is an addition to the geographical inquiry skills. It includes:

* evaluating options in response to a geographical challenge by
* developing evaluation criteria based on environmental, social and economic considerations
* making an on-balance judgement about the most appropriate option(s)
* proposing actions and predicting outcomes
* developing a plan to implement a proposal
* assessing how causes, impacts, opportunities, challenges and/or responses relevant to one geographic context may be applicable to another.

**Prior to planning for teaching and learning, please consider the following:**

**Engagement**

* How will I provide authentic, relevant learning opportunities for students to personally connect with lesson content?
* How will I support every student to grow in independence, confidence, and self-regulation?
* How will I facilitate every student to have high expectations for themselves?
* How will I identify and provide the support each student needs to sustain their learning efforts?

**Representation**

* What are some different ways I can present content to enable every student to access and understand it?
* How will I identify and address language and/or cultural considerations that may limit access to content for students?
* How will I make lesson content and learning materials more accessible?
* How will I plan learning experiences that are relevant and challenging for the full range of students in the classroom?

**Expression**

* How will I provide multiple ways for students to respond and express what they know?
* What tools and resources can students use to demonstrate their understanding?
* How will I know every student has understood the concepts and language presented in each lesson?
* How will I monitor if every student has achieved the learning outcomes and learning growth?

## Overview of the diversity and extent of human activity

### Week 1 – the diversity and extent of human activity on the Earth’s surface

**Teacher note:** the overview of the diversity and extent of human activity should cover a maximum of **4 hours** of teaching time. This section is intended to provide students with a broad overview of the focus area.

Examples included in the syllabus are provided to support delivery of course content. These examples are not mandatory and teachers may choose to use the examples provided or select appropriate alternatives.

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* understand the spatial patterns of human activity and how they relate to geographical factors and resources
* investigate the spatial distribution of culture, with a focus on Indigenous Australian cultures, and explore the impact of the environment and natural features on this distribution
* examine the increasing global integration of economies and cultures, and explore the roles of technology, transnational corporations (TNCs), world cities, migration, and tourism in this process.

#### Success criteria

Students can:

* identify and analyse the spatial patterns of specific human activities on choropleth maps
* explain the factors influencing the spatial distribution and extent of human activities
* identify unique cultural traditions, languages, and other aspects of Indigenous Australian cultures in different regions of the country
* explain how thematic maps differ from topographic or political maps
* identify and explain the reasons behind the increasing integration of economies and cultures across the world
* research and map the global presence and impact of a specific TNC, focusing on its influence on international integration.

Table 1 – the diversity and extent of human activity on the Earth’s surface

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-01, GE-11-02, GE-11-09**  The diversity and extent of human activity on the Earth’s surface on a global scale, including spatial patterns of settlement, infrastructure, and agricultural and industrial production  **Geographical tools/skills**   * Choropleth maps | Brainstorm the spatial patterns of human activity using geographical terminology. This terminology may include:   * linear patterns, sparse patterns, dense patterns, nucleated patterns, peripheral patterns, or cluster patterns.   Create flashcards for key geographical terminology and add to terminology and flashcards throughout the focus area.  In small groups, explore the spatial patterns of human activity shown on choropleth maps. Each group examines ONE of the following human activities:   * settlement * infrastructure * agricultural activity * industrial production.   In reference to the human activity selected, use a suitable map and annotate it with key observations of the following:   * the extent of the activity * proximity of the activity to natural resources and other human activities * the spatial distribution of the activity, for example linear, sparse, dense, nucleated, peripheral, or cluster patterns.   Resources to support the activity include:   * Human settlement – [Urban centre database](https://ghsl.jrc.ec.europa.eu/ucdb2018visual.php), [Population density 2022](https://ourworldindata.org/grapher/population-density) * Infrastructure – [Global infrastructure map](https://maps.worldbank.org/toolkit) * Industrial activity – [Resource Watch](https://resourcewatch.org/data/explore?section=Discover&selectedCollection=&zoom=3&lat=0&lng=0&pitch=0&bearing=0&basemap=dark&labels=light&aoi=&page=1&sort=most-viewed&sortDirection=-1) (location of power plants found in the ‘energy’ tab); [Industry as a share of total GDP (%)](https://howmuch.net/articles/role-industry-around-the-world) * Agriculture – [6 Amazing Global Agriculture Maps](https://gisgeography.com/agriculture-maps-global-farming/), [Resource Watch](https://resourcewatch.org/data/explore?section=Discover&selectedCollection=&zoom=3&lat=0&lng=0&pitch=0&bearing=0&basemap=dark&labels=light&aoi=&page=1&sort=most-viewed&sortDirection=-1)   Share the annotated maps in a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.YwVXnuv5QZw.link). View and use the maps to make notes to respond to the following questions:   * What factors influence the spatial distribution and extent of human activities? * What are some examples of human activities that can vary in their spatial patterns? * How do different human activities interact and affect each other? * How do natural resources, transportation networks, and government policies affect human settlement and development? * What factors influence where people live, build infrastructure or undertake agricultural or industrial activity? * What are some examples of the complex patterns of human settlement and development that can arise from the interaction of different factors? | Observe students' engagement in the brainstorming activity and assess their understanding of the geographical terminology used in describing spatial patterns.  Assess students' annotated maps for accuracy, depth of analysis, and understanding of spatial patterns related to human activities.  Completed interpretation of choropleth map including noted observations.  Successfully shared annotated maps with clear responses to questions. | Prior to commencing the activities, introduce key geographical terminology and concepts such as linear patterns, sparse patterns, dense patterns, nucleated patterns, peripheral patterns, or cluster patterns. Provide a glossary and allow the use of bilingual dictionaries for uncommon terms. Ensure all students understand both technical and culturally based terms.  Use visual and multimedia examples to support understanding of geographical concepts.  Encourage students to practice target language in context during practical learning activities.  Utilise different options for students who struggle with graphic organisers or brainstorming activities.  Provide visual aids, such as maps and diagrams, to support understanding and concepts.  Use closed captions and transcripts while viewing videos including on choropleth maps.  Provide additional support for students who find working in groups challenging or offer alternatives like working independently or in pairs.  Provide visual examples of spatial patterns in Indigenous Australian culture. Offer guided practice on analysing spatial patterns. Encourage students to use target language during the activity.  Provide writing scaffolds for preparing the overview. Offer guided practice on researching and presenting information. |  |
| Spatial patterns related to culture  **Example(s):**   * Indigenous peoples * Languages   **Geographical tools/skills**   * Thematic maps | Using a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YwV0eskw1Wo.link) strategy, the [Map of Aboriginal Australia](https://www.researchgate.net/figure/Map-of-Aboriginal-Australia-demonstrating-the-multitude-of-Aboriginal-and-Torres-Strait_fig2_281774474), the [Gambay – First Languages Map](https://gambay.com.au/) and further research, complete the following questions in small groups:   * What is the significance of the map of Aboriginal Australia? * How does this map illustrate the diversity of Aboriginal and Torres Strait Islander languages? * Select 2 different regions shown on the map and identify examples of the unique cultural traditions found in each * What is the distribution of languages spoken in relation to water bodies in Australia? * How do thematic maps differ from topographic or political maps? * How can this map be useful for researchers and policymakers in Australia? * What are some limitations of the Map of Aboriginal Australia in representing the diversity and complexity of Aboriginal and Torres Strait Islander cultures?   Engage in a class discussion about the spatial distribution of culture. Use a political map of Australia along with the other resources to reflect on how the environment and natural features can impact this distribution.  Provide an explanation for how the environment and/or natural features influence the spatial distribution of culture.  In small groups, examine one aspect of Indigenous Australian culture (for example, language, art, customs, spirituality). Use maps and a range of media articles and film clips to further develop understanding of the aspect of culture selected. Analyse and identify spatial patterns in the research (for example, areas with a high concentration of Indigenous languages, regions where specific art styles are prevalent). Create a visual representation of the findings.  Resources to support this activity may include, [ABC News – More Australian tourists seek out authentic Aboriginal cultural experiences](https://www.abc.net.au/news/2021-07-04/aboriginal-cultural-tourism-is-booming-in-wa/100231714) and [Indigenous heritage tourism and its economic value in Australia](https://www.nintione.com.au/resources/rao/indigenous-heritage-tourism-and-its-economic-value-in-australia/). | Completed questions and demonstrated understanding of the significance of the Map of Indigenous Australia, first languages map and the diversity and distribution of Aboriginal and Torres Strait Islander languages.  Students provided a response to how environment and/or natural features influence the spatial distribution of culture.  Students' explanations for evidence of understanding of the relationship between the environment and the spatial distribution of culture.  Completed visual representation. | Pre-teach key terms related to indigenous people and languages.  Use multimedia examples.  Encourage students to use targeted language during their research and discussions.  Provide opportunities for students to practice interpreting and analysing data before the group discussion.  Use visual aids to help explain concepts. |  |
| The increasingly integrated nature of the world, including:   * economic activities and cultures * the effect of technological change on interconnections between places in relation to distance and time   **Geographical tools/skills**   * Visual representations | **Teacher note:** prior to commencing this activity, students should be introduced to key terms including: integration, economics, technology, Transnational Corporations (TNCs), world cities, migration, and tourism.  Complete a brainstorming activity, using the following question as a prompt: ‘What do you think makes our world increasingly integrated?’  In small groups, prepare an overview of global integration, titled, ‘When one country sneezes, the world catches a cold.’ This overview may be presented in a mode preferred by the group, for example, a [Canva](https://t4l.schools.nsw.gov.au/resources/professional-learning-resources/canva-for-education.html) poster, [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YwV7FE4tCHY.link), short speech or video. Use class resources and websites, including [What is Globalisation (2:07)](https://youtu.be/ZNejKHKSbl0), [Econosights: Impacts to Australia from Chinese trade restrictions](https://www.ampcapital.com/au/en/insights-hub/articles/2022/january/econosights-impacts-to-australia-from-chinese-trade-restriction) and ‘[When China Sneezes, Asia Catches a Cold](https://cris.unu.edu/when-china-sneezes-asia-catches-cold)’.  The overview should address the following questions:   * What are some reasons behind the increasing integration of economies and cultures across the world? * How do technology, TNCs, world cities, migration, and tourism contribute to the acceleration of economic and cultural integration? * What is the effect of technological change on interconnections between places in relation to distance and time? | Students can brainstorm using prompts and engaging in class discussions. | Pre-teach key vocabulary related to economic activity, interconnection and integration.  Encourage the use of technical language during research and writing.  Provide scaffolds to help students structure their response.  Use multimedia resources to support responses.  Offer guided practice on researching and mapping TNCs.  Provide writing scaffolds for presenting findings.  Encourage the use of target language during the activity. |  |
| The increasingly integrated nature of the world, including:   * the role of transnational corporations (TNCs), world cities, migration and tourism in international integration | In groups of 4–5, select a specific TNC (for example: Apple, Coca-Cola, Tesla, Nestle).  Research and map the selected TNC. Each group should focus on one of the following aspects:   1. Company profile (headquarters, industries, products/services) 2. Global presence (number of countries, international partnerships) 3. Impact on international integration (job creation, economic growth, cultural influence).   Present the research findings to the class. Provided below are some guiding questions for presentation:   * How does the TNC interact with local economies and communities in the countries where it operates? Consider factors such as employment practices, sourcing of raw materials, and contributions to local infrastructure. * What role does the TNC play in technological innovation and knowledge transfer between countries? Provide specific examples of innovative products, services, or collaborations that have resulted from the TNC's international presence. * Discuss the extent to which the TNC adapts its products or services to cater to local tastes and preferences, as well as how it incorporates local cultural elements into its global branding strategy. | Students response clearly addresses questions and demonstrates their understanding of TNCs.  Completed research and presentations that show evidence of understanding of the role of TNCs in international integration. | Provide additional support for students who find working in groups challenging or offer alternatives like working independently or in pairs. |  |
| **Geographical Investigation**  In undertaking the Geographical Investigation, students:   * identify an area for geographical inquiry * develop geographical questions and formulate a plan   **Geographical tools/skills**   * Visual representation | In groups of 3–4, brainstorm a list of geographical issues or topics of interest. Each group share their ideas with the class, and then compile a master list of potential topics.  Conduct preliminary research on their chosen topic to better understand the issue. Develop a list of geographical questions related to their topic. Encourage students to consider the following themes:   * location and distribution * patterns and trends * processes and interactions * change over time * perspectives and values.   Share questions with the peer or teacher and receive constructive feedback.  Complete Table 1 in Activity 1 – plan and brainstorm in the resource booklet to plan and brainstorm their geographical investigation.  Develop a geographical inquiry plan to address their geographical questions. The plan should include the following components:   * a clear statement and focus area of the geographical questions * a list of primary and secondary sources they will use to gather information * a description of the data collection methods they will employ (for example, surveys, interviews or fieldwork) * a timeline and steps for completing the investigation.   Complete the geographical inquiry plan for their Geographical Investigation of one topic generated in the previous exercises. Complete and submit Table 2 in Activity 2 – geographical inquiry plan in the resource booklet. The table will assist with structuring the plan.  Present their plan to the class and teacher to receive constructive feedback. Refine and finalise geographical inquiry plan based on feedback received from their classmates and teacher. This activity aims to help students incorporate feedback to improve their plan and prepare them for ongoing development of the Geographical Investigation. | Students actively engaged in discussions within their groups.  Each group successfully contributed ideas to the master list of potential topics.  Students submitted lists of geographical questions for their chosen topics.  Students received constructive feedback from peers or teachers on their questions, showing engagement with the learning process.  Students completed the table with relevant information for their chosen topics.  Students submitted a comprehensive inquiry plan addressing their geographical questions.  Students submitted a geographical inquiry plan that demonstrates an ability to plan and structure the investigation.  Students actively presented their inquiry plans to the class, demonstrating their understanding of the topic and their plan's components.  Students refined and finalised their inquiry plans based on the feedback received, demonstrating their ability to incorporate feedback and improve their investigations. | Pre-teach key vocabulary related to the Geographical investigation.  Provide a glossary of uncommon terms and allow bilingual dictionaries.  Explicitly teach research skills and geographical question formulation.  Offer scaffolds for paragraph structure when writing questions.  Offer multiple modes of communication (eg oral, written, digital) for sharing questions and receiving feedback.  Provide examples of primary and secondary sources, data collection methods, and investigation steps.  Explicitly teach the components of a geographical inquiry plan.  Provide templates or scaffolds to help students structure their plan.  Model effective presentation skills and strategies for incorporating feedback.  Encourage students to use target language in context when presenting. |  |

## Population and resource consumption

### Week 2 – characteristics, growth and distribution of the world’s population

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* understand global population trends, density, distribution, and growth rates by analysing various resources and constructing a concept map
* interpret and analyse population pyramids, and understand the significance of these pyramids in predicting future demographic trends
* discuss the factors that influence population trends and the challenges and opportunities presented by population changes, including aging populations and migration patterns.

#### Success criteria

Students can:

* effectively use provided resources to construct a concept map that accurately highlights key features of the global population, including current population, growth trends, density and distribution, and high-growth and declining growth regions
* explain the purpose of population pyramids and their importance in understanding population demographics, as well as accurately interpret different types of population pyramids
* calculate proportional changes between 2 population pyramids and identify patterns or trends that emerge from their calculations
* demonstrate understanding of global population trends by answering questions related to population pyramids, population density and distribution, and factors contributing to these trends
* demonstrating the ability to think critically about factors influencing population trends, the role of migration, and the challenges and opportunities presented by an ageing population and imbalanced age distribution in society.

Table – the characteristics, growth and distribution of the world’s population

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-01, GE-11-02, GE-11-08**  The characteristics, growth and distribution of the world’s population, including trends, rates of change and density  **Geographical tools/skills**   * Population profiles/pyramids * Proportional change calculations * Data analysis * Visual representations | Construct a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.Yt34FQLlbjs.link) highlighting the key features of the global population, using the following resources:   * [Current World Population](https://www.worldometers.info/world-population/#:~:text=World%20Population%20Clock%3A%207.96%20Billion%20People%20(2022)%20%2D%20Worldometer) * [Distribution of the global population 2022](https://www.statista.com/statistics/237584/distribution-of-the-world-population-by-continent/) * [World population density map](https://commons.wikimedia.org/wiki/File:World_population_density_map.PNG) * [Twenty countries with the largest population in mid-2022](https://www.statista.com/statistics/262879/countries-with-the-largest-population/).   The features should include the following:   * the current world population * current growth trends * variations in world population density and distribution of the world population * countries or continents with the highest population growth rates in the world * countries or continents with declining growth.   Explore the concept of population profiles (or pyramids) and their importance in understanding population demographics.  Review [Population pyramids: Powerful predictors of the future](https://www.youtube.com/watch?v=RLmKfXwWQtE) and [NSW Education – Population profiles (2:16)](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-11-12-curriculum-resources/population-profiles) to understand the different types of population profiles and how to interpret them.  Discuss the concept of proportional change and use examples to calculate it.  In small groups, interpret a sample population pyramid. Identify the age groups that make up the largest percentage of the population and make predictions based on the findings.  Groups present the findings to the class and discuss the different predictions made by each group.  Examine 2 population profiles from the same location, 20 years apart and calculate the proportional change between them. Identify any patterns or trends that emerge from the calculations.  Access the population pyramids and complete the following questions:   * How are age groups typically divided in a population pyramid? * What do the horizontal bars in a population pyramid represent? * What is the difference between an expansive, stationary, and constrictive population pyramid? * How can population pyramids be used to predict future demographic trends?   Use [World Population Prospects 2022 – Population Pyramids](https://population.un.org/wpp/Graphs/DemographicProfiles/Pyramid/900) to predict changes in the pyramid between 2022 and 2100. Answer the following questions:   * Define a population pyramid and explain its purpose in representing the age and sex structure of a population. * Describe the current growth trends in global population. What factors are contributing to these trends, and how do they vary across different regions? * Interpret the variations in world population density and distribution, including identifying the regions with the highest and lowest population densities. Discuss the factors that contribute to these differences. * Identify the countries or continents with declining growth rates. * Discuss the role of migration in shaping the world's population density and distribution. How do migration patterns contribute to countries or continents with the highest or declining population growth rates?   Complete Table 3 of Activity 3 – population trends in the resource booklet.  Use the following prompts to generate discussion of the trends identified:   * Identify possible factors that contributed to the fall in global life expectancy at birth in 2022? * What is the relationship between fertility rates and economic development? How are fertility rates linked to annual population growth rates? * How do cultural and social factors affect fertility rates in different regions? * What are the challenges and opportunities presented by an aging population? What are the potential consequences of an imbalanced age distribution in society? * How will the numbers of young people in 2025 affect population growth in future? | Completed concept map that accurately highlights key features of the global population, showing understanding of current population, growth trends, density, distribution, and high-growth and declining growth regions.  Correctly calculated proportional changes between 2 population pyramids and identified patterns or trends that emerged from the calculations.  Accurately interpreted and analysed different types of population pyramids and discussed their significance in predicting future demographic trends.  Identified and discussed factors influencing global population trends.  Successfully answered questions related to population pyramids, population density and distribution, and factors contributing to these trends, demonstrating understanding of global population trends.  Engaged in critical thinking and class discussion on factors influencing population trends, the role of migration, and the challenges and opportunities presented by an aging population and imbalanced age distribution in society. | Pre-teach key vocabulary (eg population density, distribution, growth rate) and provide a glossary. Allow the use of bilingual dictionaries.  Provide a template or example of a concept map for students who may be unfamiliar with the structure.  Provide explicit instruction on population pyramids, their purpose, and types. Use visual examples and multimedia resources to support understanding.  Encourage guided practice with group work and discussions.  Provide scaffolding, such as sentence starters, for students to communicate their interpretations and predictions.  Model how to calculate proportional change and identify patterns.  Offer options for students to work independently or in pairs.  Model how to complete graphic organisers, such as charts or tables, to analyse population data.  Encourage the use of target language in context during group work and presentations. Support students who find group work challenging by providing alternative options or assigning specific roles.  Use closed captions and transcripts when viewing videos to aid understanding and vocabulary building. Pause and review key concepts and vocabulary during video viewing.  Provide support and clarification for technical and culturally-based terms. Use visual aids, such as graphs or charts, to illustrate concepts and trends during discussions. |  |
| **Geographical Investigation**  Identify and observe relevant ethical practices when conducting the investigation.  **Geographical tools/skills**   * Visual representation | **Teacher note:** identify appropriate ethical practices students will need to be aware of while undertaking a geographical investigation. For example, appropriate engagement with Aboriginal People’s communities.  Discuss the possible ethical practices that will need to be considered while undertaking a geographical investigation. Record a summary of the discussion.  Examine some of ethical dilemmas in geography, such as respecting participants' privacy, obtaining informed consent, and avoiding potential harm to the environment, using the scenarios provided in Activity 4 – ethical practice in geography of the resource booklet.  Share ideas on why ethical practices are crucial in geographical investigations.  In groups, review the guidelines and principles and discuss their relevance and implications for geographical research. Create a summary highlighting the main points from their assigned ethical guidelines and principles.  Write a statement outlining understanding of ethical practices in geographical investigations and their commitment to upholding these practices in their future research. | Students engaged in a class discussion to identify and understand the importance of ethical practices in geographical investigations.  Students recorded a summary of the class discussion, demonstrating their comprehension of the topic.  Students analysed various ethical dilemmas, showing their ability to think critically about complex issues in geographical research.  Students were able to identify the challenges and potential solutions for each scenario, demonstrating their problem-solving skills.  Students developed communication skills and the ability to articulate their thoughts clearly.  In groups, students successfully reviewed and discussed the ethical guidelines and principles, showing their ability to collaborate and work effectively in teams.  Students showcased their understanding of ethical practices in geographical investigations and their dedication to maintaining these practices in future research. | Pre-teach key vocabulary before discussing ethical practices in geographical investigations.  Provide a glossary and allow the use of bilingual dictionaries for any unfamiliar terms.  Provide visual examples of ethical dilemmas and ethical practices in geography.  Provide scaffolds for writing personal statements on understanding and commitment to ethical practices.  Encourage multiple modes of presenting summaries of ethical guidelines and principles, such as verbal presentations, written reports, or visual displays.  Provide additional examples or resources for students who need further clarification on ethical practices.  Differentiate scenarios based on students' abilities and comprehension levels, ensuring all students can engage with the content.  Offer additional support and resources for students who may require assistance in writing their personal statements. |  |

### Week 3 – influences that shape global population change

**Teacher note:** population movement as a result of the conflict in the Ukraine has been used as an example in this learning sequence. Discussions should remain limited to the data and population movement as relevant to the content and teachers should review the [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy and associated documents prior to teaching this content. Please consider the local school context and students needs to determine if an alternative example may be more appropriate to your setting.

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* understand the Demographic Transition Model (DTM) and its stages, as well as its impact on a country’s population and economic standing
* investigate the influence of external factors, such as war and climate change, on population movements and global population change
* develop skills in interpreting and creating various types of thematic maps to better understand population dynamics and movements
* analyse and communicate the implications of population movements and global population change, considering various factors and limitations.

#### Success criteria

Students can:

* accurately describe the key features, impacts, and examples of each stage of the Demographic Transition Mode
* effectively research, analyse, and present information about population movements resulting from external factors such as war or climate change
* successfully interpret proportional representation circles on maps and create flowline maps to illustrate population movements.
* examine the Demographic Transition Model's limitations and applicability to various countries and regions
* effectively communicate findings in presentations, responses, and discussions, considering the context and limitations of the data used
* demonstrate a comprehensive understanding of the complex relationships between environmental, political, and social factors and their impact on global population change.

Table – influences that shape global population change

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-01, GE-11-06, GE-11-08, GE-11-09**  Influences that shape global population change, including:   * demographic transition   **Geographical tools/skills**   * Visual representation * Population pyramids | Access [What is the Demographic Transition Model?](https://populationeducation.org/what-demographic-transition-model/) Divide into 5 groups. Each group examines one of the 5 stages in the model. Each group will prepare a brief presentation for the class that explains:   * key features of the stage * impact of the birth and death rates on the country’s population in this stage * an example of a population pyramid for this stage * economic consequences of the population pyramid at this stage * examples of countries in this stage.   Use a [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625?clearCache=1c55500a-2a84-7f71-800b-aefa7845fe83) to construct a response that explains the ways demographic transition influences a country's population and economic standing? The guiding questions will support a response:   * How does the Demographic Transition Model explain changes in population growth and development over time? * What are some criticisms or limitations of the Demographic Transition Model? * Can the Demographic Transition Model be used as a predictive tool for future population trends? * Can the Demographic Transition Model be applied universally to all countries and regions? | Students accurately describe each Demographic Transition Model presentation including each stage's features, impacts, and examples.  Students can demonstrate knowledge of the impact of demographic change on a country's population and economy.  Students complete a writing scaffold and address all questions. | Pre-teach key vocabulary and concepts related to the Demographic Transition Model.  Provide a glossary and allow the use of bilingual dictionaries for uncommon terms.  Ensure all students understand both technical and culturally based terms. During group work, use and emphasise target language required and encourage students to use this language in context.  Provide writing scaffolds to assist with paragraph structure. Offer multiple modes for delivering response: verbally, individually, with a partner, or non-verbally through gestures or response cards. |  |
| Influences that shape global population change, including:   * population movement   **Geographical tools/skills**   * Flowline map * GIS * Elevation data analysis | Research the impact of the Ukraine war on population movements. Interpret proportional representation circles in [Refugees and asylum seekers from Ukraine](https://unhcr-web.github.io/refugee-statistics/0001-Vis-PoCs/Ukrainians.html) available on the [UN Operational Data Portal](https://data.unhcr.org/en/situations/ukraine).  Access Activity 5 – proportional circles in the resource booklet to assist in understanding how to interpret proportional circles.  Develop an infographic that identifies the key facts about population movement from Ukraine into surrounding countries. These facts may include:   * the total number of people who have migrated from Ukraine due to the conflict * the number of internally displaced persons (IDPs) in Ukraine, including the regions they come from and the areas where they have sought refuge * the number of refugees who have fled Ukraine to neighbouring countries and beyond, including their destination countries and the main routes they have taken * the demographic composition of the displaced population, including age, gender, ethnicity, and socioeconomic status * the social and economic impact of population movements on host communities, including access to essential services such as healthcare, education, and housing.   Access the following resources and explain how climate change may lead to population movements across the world.   * [Climate change causes islands to disappear (17:12)](https://youtu.be/N1cdCUZNh04) * [Climate change and disaster displacement](https://www.unhcr.org/en-au/climate-change-and-disasters.html)   Use the following guiding questions to support responses:   * How does climate change contribute to forced displacement, as described by the UNHCR? * What are some examples of disasters that can be exacerbated by climate change, leading to increased displacement of people? * Explain the concept of ‘climate refugees’ and discuss the challenges they face. * What is the role of the UNHCR in addressing climate change-related displacement and assisting affected populations? * How do the effects of climate change disproportionately impact developing countries and their populations?   Using [Coastal Risk Australia](https://www.coastalrisk.com.au/home), [Elevations](https://www.ga.gov.au/scientific-topics/national-location-information/landforms/elevations) and [Introduction to maps](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/hsie-curriculum-resources-k-12/hsie-7-10-curriculum-resources/introduction-to-maps), create a flowline map illustrating the possible movements of population in Australia as a result of sea level rise. The flowline map should show direction of movement and with thicker lines, indicate where greater numbers of people may be moving from and to. A process to guide constructing flowline maps is found in Activity 6 – flowline maps in the resource booklet.  Present the flowline map to the class and justify the choices made on the map.  Clearly communicate the purpose, findings, and limitations of the flowline map when presenting it to the class. At the end of the brief presentations, discuss and vote on the map that best represents what might be likely to happen.  Write a short response explaining how factors like environmental change or political unrest can shape global population change. | Successful interpretation of proportional representation circles on maps.  Creation of infographics displaying key facts about population movements.  Demonstrating skills in creating a flowline map.  Identifies necessary data from reliable sources.  Properly represents the magnitude of population flow.  Demonstrates skills in creating a flowline map.  Identifies necessary data from reliable sources.  Understands the complex relationships between environmental, political, and social factors.  Effectively explains how these factors impact global population change.  Demonstrates confidence and clarity when presenting information to the class.  Effectively utilises visual aids and engages the audience in discussions.  Successfully considers the effects of population dynamics on societies, economies, and environments.  Analyses the ethical and political implications of policies and actions related to population management.  Completed flowline map and successfully responded to each question.  Student’s short responses clearly address the questions in line with structure and use of geographical concepts. | Explicitly teach how to interpret proportional representation circles on maps. Provide a template or model of an infographic to assist students in organising their findings.  Pre-teach key vocabulary and concepts related to climate change and population movements.  Use closed captions and provide transcripts when viewing videos.  Pause videos to assess student understanding at appropriate points.  Provide a guide to understanding flowline maps and their application in understanding population movements due to sea level rise.  Model how to complete a flowline map, as students may not be familiar with this learning tool.  Consider multiple modes of delivering presentation (eg audiovisual materials, partner presentations, or non-verbal communication).  Provide opportunities to practise presentation skills before presenting to the class.  Offer support for students who find working in groups challenging and/or undertaking a particular defined group role.  Provide writing scaffolds to assist with paragraph structure.  Offer multiple modes for delivering response: verbally, individually, with a partner, or non-verbally through gestures or response cards. |  |
| **Geographical Investigation**  Collect, record and process relevant primary data  **Geographical tools/skills**   * Visual representation * Graphs and statistics | Using statistical language, discuss and provide examples of quantitative and qualitative data to define and distinguish between qualitative and quantitative research.  Select and justify preferred geographical research methods by:   * reviewing the different geographical fieldwork methods that they plan on using in their geographical investigation * identifying and discussing strengths and weaknesses of identified geographical fieldwork research methods * reflecting on discussion and constructing a 1–2 paragraph summary of research methods chosen and justification for the choice. * Revisit the geographical inquiry plan and identify appropriate fieldwork methods for the geographical investigation. Construct a description for each using the prompts to support this task: * Where would your fieldwork take place? * What geographical tools will you need to conduct your fieldwork? * How will you ensure you are safe working in the field? * How long do you expect your fieldwork to take? * How will you record fieldwork findings and data? * What primary data and information will you require? * Where can you source reliable primary data for your geographical investigation? | Demonstrated understanding of key concepts and terminology related to statistical language.  Reviewed various geographical fieldwork methods for their investigation.  Students constructed a summary paragraph outlining their chosen research methods and provided clear justifications. | Pre-teach key vocabulary: quantitative data, qualitative data, research methods.  Provide glossary and bilingual dictionaries for uncommon terms.  Use visual examples to demonstrate quantitative and qualitative data.  Explicitly teach the strengths and weaknesses of different geographical fieldwork methods.  Model how to complete a graphic organiser for comparing research methods.  Review key concepts and vocabulary related to fieldwork methods.  Explicitly demonstrate correct use of geographical tools.  Use closed captions and provide a transcript for video resources. |  |

### Weeks 4 and 5 – challenges arising from population change

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* identify and differentiate between economic, environmental, and social challenges arising from population change in cities
* analyse and compare the population characteristics and trends in Australia and India, identifying challenges that each country faces
* explore and evaluate different government responses to population challenges in India and Australia, including population growth and ageing populations
* develop geographical inquiry skills through fieldwork or virtual exploration of a local community or neighbourhood with a significant ageing population.

#### Success criteria

Students can:

* define and provide examples of economic, environmental, and social challenges, demonstrating an understanding of their interconnectedness
* identify and compare population characteristics and trends in Australia and India, including population density, growth rates, fertility rates, and population pyramids
* analyse different government responses to population challenges, evaluating their advantages and disadvantages, and ranking their effectiveness
* articulate personal perspectives on population management strategies, considering various stakeholder perspectives and potential impacts on human rights and choice
* successfully conduct a fieldwork or virtual exploration activity, collecting and interpreting data on an ageing population and government responses in a local community or neighbourhood
* effectively communicate findings and analyses through various modes of presentation, such as written responses, flow charts, concept maps, or multimedia presentations.

Table – challenges arising from population change

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-03, GE-11-04, GE-11-07, GE-11-08**  Challenges arising from population change – environmental, economic and social  **Geographical tools/skills**   * Maps * Graphs and tables * Fieldwork * Interpreting and analysing photography * Visual representation (flow charts, Venn diagrams, concepts maps) * Spatial technologies (GIS, VR) | Conduct a class discussion about economic, environmental, and social challenges in cities and ensure that students understand the distinction between the 3 terms. Utilise the steps below:   * define each of the terms: economic, environmental, and social. Give examples of each and discuss how they are interconnected. * examine 2 contrasting cities, such as London (England) and Dhaka (Bangladesh), and identify the economic, environmental, and social challenges that may exist in each city. Provided in Table 4 in Activity 7 – examples of challenges arising from population change in the resource booklet are examples of environmental, economic and social challenges arising from population change in London and Dhaka.   In groups, view photos of the 2 cities and use the [peer discussion and conferencing](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/547?clearCache=8fefaf02-9f39-a480-18cd-e83e74fdc930) to answer the following questions:   * Which city would you prefer to live in and why? * What economic challenges may exist in each of these cities? * What environmental challenges may exist in each of these cities? * What social challenges may exist in each of these cities? * Consider how economic, environmental, and social factors interact and influence one another in each city.   [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) possible solutions to these challenges using the [parking lot](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/570?clearCache=2efeb376-e824-fec-f2d8-ccc07450dfe1) method, and consider how these solutions may impact stakeholders.  Complete a [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.YuDC522CGFA.link) activity to research the challenges arising from world population change.  Using groups of 6, 2 students from each home group should be assigned to either environmental, economic or social challenges associated with population changes.  Research the challenge with expert groups assigned to the same challenge. Whilst one of the most significant population challenges is rapid growth, groups should consider a range of population changes, for example declining fertility or ageing populations.  Each challenge should be represented in a flow chart, example provided in Figure 1 in Activity 8 – flow chart in the resource booklet. On completion, return to home groups to educate team members about the assigned population challenge.  Display the challenges around the room.  Use what has been learnt from the expert and home groups to prepare a written response to the following question: ‘Explain how population changes can lead to social, environmental and economic challenges.’ | Students demonstrated understanding of the 3 terms and provided relevant examples.  Students compared the challenges faced by London and Dhaka and discussed how these factors interact.  Students actively participated in discussing possible solutions and their impacts on various factors.  Students prepared a written response explaining how population changes lead to social, environmental, and economic challenges.  Students successfully analysed graphs and resources, completed tables and questions, and compared similarities and differences between the 2 countries.  Students used their learning to assess the most likely successful response in addressing India's rapid population growth.  Students created a presentation addressing the issue of Australia's ageing population and government responses.  Students successfully created a choropleth map illustrating the distribution of the ageing population in Australia and identified patterns and trends.  Students participated in a field trip or virtual tour, collected and analysed data, and compared their findings to national trends and government responses. | Ensure understanding of technical and culturally based terms.  Teach required language explicitly with guided practice.  Provide visual aids and multimedia examples to support understanding.  Use closed captions for video materials.  Model and provide templates for reflective processes.  Offer alternative thinking activities and graphical organisers for brainstorming.  Model how to complete graphic organisers.  Provide multiple opportunities to respond, both verbally and non-verbally.  Consider student needs and preferences for group work.  Provide opportunities to practice skills before working in a group.  Offer multiple modes of delivering presentations.  Provide writing scaffolds for paragraph structure.  Offer alternative options for speech/communication, such as speech-to-text and augmentative communication devices.  Use closed captions for video materials.  Review key concepts and vocabulary before viewing video materials.  Pause video to assess student understanding.  Offer different ways to display and analyse sources, such as concept maps or summaries.  Provide support for analysing sources' reliability, validity, currency, and bias.  Facilitate discussion using augmentative communication devices if necessary.  Allow student reflection through various modes, including paper, oral, or digital.  Provide writing scaffolds for paragraph structure addressing rapid population growth in India.  Explicitly demonstrate the correct use of geographical tools. |  |
| Population characteristics and trends in TWO countries, including:   * reasons for similarities and/or differences | Review graphs and resources on the populations of Australia and India to complete the following:   * identify characteristics and trends and summarise these into Table 5 in Activity 9 – characteristics and trends in 2 countries in the resource booklet * identify challenges that each country faces with population.   Complete the following questions:   * What is the current population of Australia and India, and how do they compare to each other? * How does the population density of Australia and India differ, and what factors contribute to these differences? * What are the growth rates for both Australia and India, and how have these rates changed over the past few decades? * How do the fertility rates in Australia and India compare, and what factors might contribute to these differences? * Describe the shapes of the population pyramids for both countries, and what do these shapes indicate about their respective populations? * What are some other population characteristics that are important to consider when comparing Australia and India? * What are the key trends in population characteristics for both Australia and India? * What are some of the major challenges each country faces with their population, including issues related to resources, infrastructure, and quality of life?   Possible resources for this task   * India: [India population](https://www.worldometers.info/world-population/india-population/#:~:text=India%20population%20is%20equivalent%20to,0%20people%20per%20mi2).&text=The%20median%20age%20in%20India%20is%2028.4%20years.) * Australia: [Choose your own statistics](https://games.abc.net.au/education/statistics-game/index.htm#/); [Census 21: Australia as 100 people](https://www.abc.net.au/news/2022-06-29/census-australia-as-100-people/101181614?fbclid=IwAR1llIcDk6bALCkW5MKlzPM8vBgm3SuqOlBr8mGtrEKZ32Rq2wP075Wk7sw) and [Population](https://www.abs.gov.au/statistics/people/population)   Use the information in the table and the completed questions to consider the similarities and differences between the 2 countries. Collate the information into a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.YucStZJPhGs.link). | Completed table and questions on population in Australia and India.  Student's Venn diagram shows clear similarities and differences. | Pre-teach vocabulary related to population and fertility rates.  Use visual aids for Venn diagram.  Provide scaffolds to help students structure their short response.  Support students in using geographical tools. |  |
| Population characteristics and trends in TWO countries, including:   * challenges and responses in each country | Work in pairs to research measures taken by India to slow rapid population growth. Complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YudKuVDIjRs.link) or summary that identifies at least 3 different responses to the issue and at least one advantage and disadvantage for each.  Rank the possible population management strategies from 1 to 3, with 1 being the most effective option and 3 the least.  Resources for this task:   * [Population Control Bill 2019](https://en.wikipedia.org/wiki/Population_Control_Bill,_2019#:~:text=The%20Population%20Control%20Bill%2C%202019,the%20population%20growth%20of%20India.) * [Why India Is Making Progress in Slowing Its Population Growth](https://e360.yale.edu/features/why-india-is-making-progress-in-slowing-its-population-growth) * [India’s population policies, including female sterilisation, beset by problems](https://www.theguardian.com/world/2014/nov/13/india-population-growth-policy-problems-sterilisation-incentives-coercion)   Analyse the provided sources based on their reliability, validity, currency, and bias. | Students can identify common measures taken by India to control population growth, illustrated by their ability to explain at least 3 different strategies and evaluate their pros and cons.  Students can demonstrate critical thinking skills by assessing the reliability, validity, currency, and bias of the provided sources.  The concept map or summary completed by students provides evidence of their understanding and analysis of the issue. | Pair students with varying levels of comprehension skills to facilitate mutual support during the research process.  Pre-teach key vocabulary related to population control measures and their advantages and disadvantages.  Provide transcripts of the resources to aid in comprehension, and utilise closed captions if videos are used.  Offer a glossary of uncommon terms and allow the use of bilingual dictionaries.  Students with difficulties in organising information can be given a pre-made template for the concept map or summary.  Provide explicit instruction on how to assess the reliability, validity, currency, and bias of a source.  Use graphical organisers to aid the evaluation process, modelling how to use them effectively.  Use visual aids to facilitate understanding of the continuum line concept. |  |
| Population characteristics and trends in TWO countries, including:   * varying perspectives on population management | In 4 groups, examine the following perspectives on management of India’s growing population:   1. Government trying to improve economic outcomes for the population. 2. Businesses reliant on young people to work in factories. 3. An environmental party. 4. Cultural groups that value large families.   Each group are to indicate where they would place their group on a continuum line marked at one end with ‘The population should be controlled immediately by any means’, and at the other end with ‘The control of population growth should never be allowed to interfere with human rights and choice.’  Each group should nominate a member to explain why their group is positioned in the nominated place.  Discuss the position on the continuum line where most perspectives are met. Reflect on individual opinions and how they may have changed or evolved throughout the activity.  Write a response to the following question ‘Assess the response most likely to succeed in addressing the problem of rapid population growth in India.’  Using [You decide Australia’s population, we’ll show you how it looks](https://www.abc.net.au/news/2018-03-13/big-australia-or-small-australia-you-decide-our-population/9470156?nw=0&r=HtmlFragment), assess whether Australia should aim for a bigger and younger population or an older and smaller population. Share and explain responses in small groups.  Research the issue of Australia’s ageing population and one government response to this challenge. Create a presentation, for example a [cartoon](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.YwaWekKpAN8.link), flow chart or written response, that covers the following:   * brief overview of the issue * description of the impact of the issue on Australia * explanation of one solution or response to the issue * judgement on the effectiveness of the response to the issue.   Resources may include:   * [Childcare subsidy](https://www.servicesaustralia.gov.au/child-care-subsidy) * [Skilled migration program](https://immi.homeaffairs.gov.au/what-we-do/skilled-migration-program) * [Profile of Australia’s population](https://www.aihw.gov.au/reports/australias-health/profile-of-australias-population)   Use a map of Australia and demographic data on the ageing population at a regional level to create a choropleth map illustrating the distribution of the ageing population across the country.  Identify patterns and trends, as well as any areas with particularly high or low concentrations of ageing residents.  **Fieldwork activity: Local study on ageing population (optional)**  Organise a field trip or virtual tour to a local community or neighbourhood with a significant ageing population. Instruct students to use geographical tools (eg questionnaires, interviews, or observations) to collect data on the local ageing population and any government responses in the area. Students interpret the data collected and present their findings, comparing them to the national trends and government responses discussed in the previous activities. Provided is a guide to support fieldwork in Activity 10 – fieldwork activity guide in the resource booklet. | Students can engage in effective discussion regarding various perspectives on population management.  Students can apply their understanding of population dynamics in a new context, as evidenced by their assessment of Australia's population scenario and the discussion in small groups.  Students can identify and explain the impacts of an ageing population on Australia, as demonstrated by their research and presentations. The choropleth map created by students shows their ability to visualise geographical data and identify patterns and trends.  Students can apply geographical tools and methodologies in a real-world context. | Provide opportunities for students to practice the necessary language for discussion in a safe and supportive environment.  Scaffold the presentation structure for students who find organising information challenging.  Consider providing a template for the choropleth map for students who might struggle with creating one from scratch.  For the virtual tour, provide closed captions if videos are used, and pause or replay videos as needed to ensure understanding.  For students with mobility challenges, ensure that the fieldwork location is accessible or provide an alternative virtual experience.  After the fieldwork or virtual tour, facilitate a class discussion to review key concepts and provide opportunities for students to reflect on their learning. |  |

### Week 6 – Geographical Investigation (check-in week)

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* identify a range of geographical issues of topics
* develop geographical questions as part of a geographical inquiry plan.

#### Success criteria

Students can:

* brainstorm a range of contemporary geographical issues impacting their local area
* participate effectively in feedback processes, providing and actioning feedback
* construct a well sequenced plan for geographical inquiry, utilising appropriate geographical tools.

Table 5 – Geographical Investigation check in week

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09.**  Identify and observe relevant ethical practices when conducting the investigation  **Geographical tools/skills**   * Visual representation * Graphs and statistics * Maps | Review the Geographical Investigation project requirements.  Review the chosen area for geographical inquiry and the geographical questions that have been developed.  Conduct group discussions to share research focus, the extent of their investigation, and any challenges encountered to date.  Class discussion and feedback provided to clarify doubts and suggest alternative approaches if needed.  Review the importance of planning and sequencing the investigation, including allocating time for each step.  Conduct a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=7149dfba-2d2-52c7-3388-cdc985e1471a) activity to provide constructive review on each other's plans.  In groups, identify potential ethical issues related to their research and use [Question quadrants](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/552?clearCache=f73db13e-febc-4437-d576-ad6dd0161f64) about the strategies for addressing them.  Review the methods chosen for primary data collection, and discuss any challenges encountered. | Engaged in group discussions, sharing research focus, extent of investigation, and challenges encountered, promoting collaboration and peer support.  Students shared their investigation plans and participated in peer feedback review activities, improving their ability to plan, sequence, and allocate time to various steps of the investigation.  Students identified potential ethical issues and discussed strategies for addressing them, promoting ethical research practices. | Explicitly teach and reinforce the language required for the project.  Use visual aids and multimedia examples to support understanding of concepts.  Facilitate the use of bilingual dictionaries for uncommon terms.  Provide writing scaffolds to assist with paragraph structure and planning.  Offer speech-to-text options for students who struggle with writing.  Encourage verbal and non-verbal responses, including gestures and response cards. |  |
| Collect, record and process relevant primary data  Organise and process relevant secondary information | Discuss the importance of secondary information in geographical investigations and the various sources available. Share the secondary information that has been collected and how it will be integrated into the investigation.  Focus on data processing techniques and tools relevant to the research.  Work on organising and processing the primary and secondary data.  Collect and record research findings using the following suggested tools to support the process:   * [Simple graphic organiser](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) – Simple graphic organisers help to organise thoughts and ideas in a way that is easy to comprehend. Predict, observe, explain simple graphic organiser to identify and clarify appropriate examples from research findings that support an hypothesis or best answer focus questions. * [Affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576#.YuiqAqub_VI.link) – categorise key themes in research findings. Organise large numbers of ideas into themes. A useful tool for clarifying chapter headings in a geographical report. * [Concept mapping](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.Yumsn1JJsso.link) – develop a visual representation of relationships between ideas. A useful tool for planning chapters in a geographical report. | Reviewed primary data collection methods and provided guidance on data collection techniques, ensuring accurate and reliable data gathering.  Students utilised data processing techniques and tools to organise and process primary and secondary data, demonstrating data analysis and management abilities. | Model correct use of geographical tools and data collection techniques.  Provide multiple opportunities to respond and practice skills.  Offer alternative modes of presenting secondary information, such as visual aids, multimedia, or oral presentations.  Guide students on data processing techniques and tools relevant to their research. |  |
|  | **‘Showcase day’**  Prepare a visual representation of work completed so far on the geographical investigation. This can be in the form of a poster, handout, or digital slide. The presentation should include:   * geographical inquiry area * research questions * investigation plan * ethical considerations * primary data collected * secondary information gathered.   Use a designated area in the classroom or a digital platform to display the work.  In small groups, discuss the work displayed. Share key features that are identified as interesting or insightful and ask questions or raise concerns identified.  Provide constructive feedback on each other's work.  After the discussions, complete individual reflections on the feedback received and make any necessary adjustments to the geographical investigations. | Prepared and presented visual representations of their geographical investigations, demonstrating effective communication and presentation skills.  Students reflected on feedback received and adjusted their geographical investigations, demonstrating adaptability and continuous improvement in their research process. | Encourage students to work independently or in pairs if they find group work challenging. Provide opportunities to practice skills before working in a group.  Offer multiple modes of delivering presentations, such as posters, handouts, or digital slides. |  |

### Weeks 7 and 8 – links between population characteristics and natural resources

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* define and distinguish between natural resources, renewable and non-renewable resources, and understand their consumption by humans
* analyse the impact of various population characteristics on the environment and sustainability
* develop their critical thinking skills by discussing and evaluating the relationship between population growth, resource consumption, and environmental sustainability
* understand the social and environmental consequences of resource extraction, particularly its effects on Indigenous Peoples and the environment
* conduct an environmental impact assessment and write an extended response on the linkage between population characteristics and challenges of natural resources.

#### Success criteria

Students can:

* accurately define natural resources and differentiate between renewable and non-renewable resources
* identify and explain 3 examples of natural resources, including their sources and consumption patterns
* identify 3 big ideas about the relationship between population characteristics and the environment or sustainability, using the provided resource
* effectively discuss the social and environmental consequences of resource extraction, with a focus on Indigenous Peoples and specific case studies
* critically evaluate the reliability, validity, currency, and bias of provided sources
* conduct an environmental impact assessment, identifying potential impacts and mitigation strategies, and present their findings using appropriate geographical tools
* write a well-structured extended response, addressing the guiding questions and demonstrating a comprehensive understanding of the link between population characteristics and challenges of natural resources.

Table 6 – links between population characteristics and natural resources

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| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-01, GE-11-04, GE-11-05, GE-11-09**  Links between population characteristics and natural resources, including:   * the global distribution and consumption of natural resources * population size, distribution and concentration, and levels of resource consumption in various places   **Geographical tools/skills**   * Maps * Graphs and charts * Visual representation (concept maps, infographics, multimedia presentation) * Statistical analysis * Spatial technologies (GIS and Satellite images) | Using [Conserving the earth](https://education.nationalgeographic.org/resource/conserving-earth) and further research complete the following activities:   * define natural resources * distinguish between renewable and non-renewable resources * identify and explain 3 examples of natural resources, including where they are sourced and how they are consumed by humans?   Access ‘[Population and environment: a global challenge](https://www.science.org.au/curious/earth-environment/population-environment)’ and use this to research the impact of various population characteristics on the environment, including population size, population distribution, population composition, and population consumption.  Identify 3 big ideas about how the population characteristic links to the environment or sustainability and record this information into Table 6 in Activity11 – fieldwork activity guide in the resource booklet.  In small groups use the summary and article, [Population and environment, a global challenge](https://www.science.org.au/curious/earth-environment/population-environment), to respond to the following questions:   * Describe the main factors contributing to the global population growth and explain how they impact the environment. * What is the connection between population growth and resource consumption, based on the information presented in the article. How can this relationship lead to environmental degradation? * Describe how urbanisation and increased population density can lead to both positive and negative environmental outcomes. * How can the Demographic Transition Model be applied to understand the relationship between population growth and environmental sustainability? * What is the importance of sustainable development in addressing the challenges posed by population growth and the environment?   Construct an annotated [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.Yujc7WolwQM.link) highlighting the key features of the solutions suggested in the article, that is, ‘a bigger pie’, ‘fewer forks’, and ‘better manners.’ | Students can provide clear definitions of natural resources, renewable and non-renewable resources.  Students can list and explain 3 examples of natural resources, their sources, and human consumption methods.  Students can articulate the main factors contributing to global population growth and their environmental impact.  Completed concept map. | Pre-teach key vocabulary: natural resources, renewable resources, non-renewable resources.  Provide a glossary of terms and allow for bilingual dictionaries.  Provide visual examples and multimedia resources to illustrate the difference.  Check for understanding using response cards or gestures.  Model the correct use of geographical tools.  Use closed captions when viewing videos. Provide a transcript of video content. Pause the video to assess student understanding.  Provide scaffolding for research process.  Offer alternative thinking activities and graphical organisers. Model how to complete graphic organisers.  Consider students who find group work challenging by offering options to work independently or in pairs. Encourage multiple modes of delivering presentations.  Provide writing scaffolds to assist with paragraph structure.  Model the evaluation process. Offer opportunities for students to respond verbally or non-verbally. |  |
| Links between population characteristics and natural resources, including:   * challenges of resource consumption, including depletion of resources, impacts on Indigenous Peoples, environmental degradation, and inequalities in human wellbeing | Use the resources provided to write a report or create a visual representation of the link between an increasing world population’s demand for natural resources on people or the environment of either First Nations peoples in Australia or Pacific Island Nations. The resource should cover the following issues:   * identify the specific resources being extracted and their destinations * discuss the stakeholders involved in resource utilisation and who benefits from the extraction process * explain the social consequences of resource extraction, such as inequalities in human well-being * examine the environmental impacts of resource extraction.   Resources to help complete the task may include:   * [Pacific plunder](https://www.theguardian.com/world/ng-interactive/2021/may/31/pacific-plunder-this-is-who-profits-from-the-mass-extraction-of-the-regions-natural-resources-interactive?fbclid=IwAR0uoNxpnrMuWe2WV30N9YkWcpWP4Mrb1S1_3b8c0_e3utamzaUGoKNWRV8) * [Rio Tinto accused of allowing irreplaceable Indigenous artefacts to be dumped in rubbish tip](https://www.theguardian.com/business/2021/jun/25/rio-tinto-accused-australian-indigenous-artefacts-dumped-rubbish) * [Pilbara mining blast confirmed to have destroyed 46,000yo sites of 'staggering' significance](https://www.abc.net.au/news/2020-05-26/rio-tinto-blast-destroys-area-with-ancient-aboriginal-heritage/12286652).   Evaluate the reliability, validity, currency, and bias, of the sources provided.  Conduct an environmental impact assessment of a resource extraction project in a particular region, including:   * identifying potential environmental impacts and the impact on First Nations Peoples * considering the ways to mitigate the negative impacts and promote sustainable development.   Use geographical tools such as maps, diagrams, and charts to present the findings.  Write an extended response to the following question: ‘To what extent are population characteristics inextricably linked to challenges of natural resources.’ Use the guiding questions below to support the response:   * What are the main causes of resource depletion, and how do they affect the environment? * How do resource consumption patterns impact the well-being of Indigenous Peoples, and what can be done to address these impacts? * What are some examples of environmental degradation caused by resource consumption, and what are the potential consequences for the planet? * How can we balance the need for economic growth with the need to preserve natural resources and protect the environment? * What are some strategies for reducing resource consumption and promoting sustainable development? | Students can explain the connection between population growth and resource consumption, and how it leads to environmental degradation.  Students can identify the specific resources extracted and their destinations.  Students can discuss the stakeholders involved in resource utilisation and the beneficiaries of the extraction process.  Completed an evaluation of the reliability, validity, currency, and bias of the provided sources, demonstrating critical thinking abilities and the capacity to identify trustworthy information.  Students can use geographical tools such as maps, diagrams, and charts to present their findings.  Students can discuss the main causes of resource depletion and their effects on the environment. | Use a variety of instructional approaches such as visual aids, hands-on activities, and group work to cater to the different learning styles.  Provide a glossary for key terms related to resource extraction, population growth, and environmental impacts.  Pre-teach related vocabulary and concepts prior to reviewing the resources.  Encourage the use of bilingual dictionaries for EAL/D students.  Scaffold the task by providing templates or examples of how to identify and map out the resources and their destinations.  Use graphic organisers to help students visualise and understand the different stakeholders involved in the process.  Use videos, diagrams, and other multimedia resources to illustrate the environmental impacts.  Provide explicit instruction and models of how to evaluate sources for reliability, validity, currency, and bias.  Pre-teach the use of geographical tools such as maps, diagrams, and charts.  Provide writing scaffolds to assist with paragraph structure.  Provide guiding questions to help structure their response. |  |
| **Geographical Investigation**  In undertaking the Geographical Investigation, students:   * Organise and process relevant secondary information   **Geographical tools/skills**   * Visual representation * Graphs and statistics * Spatial technologies | Locate and review a range of secondary sources, such as online articles, academic journals, government reports, and social media posts related to your geographical investigation topic.  Analyse the sources based on their reliability, validity, currency, and bias.  Use different tools and techniques such as Google Scholar, academic databases, and advanced search techniques to find the most relevant and credible sources for the investigation.  Answer the following question: ‘How will you use and recognise sources of secondary information in your geographical investigation?’  Conduct a group discussion on the importance of secondary sources in geographical investigations. Share experiences and insights on using secondary sources and identify the challenges faced when undertaking research.  In pairs or small groups, provide constructive feedback on each other's secondary sources.  Plan and organise the investigation findings using Table 7 in Activity 12 – population characteristics in the resource booklet.  Reflect on progress made when identifying and organising secondary sources for the investigation, including identifying the strategies that worked well and the areas that require further improvement. | Students examined a range of secondary sources such as online articles, academic journals, government reports, and social media posts.  Students participated in a workshop focused on research skills, including finding, evaluating, and referencing secondary sources.  Students engaged in a group discussion, sharing experiences, insights, and challenges faced while using secondary sources.  Students provided constructive feedback on each other's secondary sources in pairs or small groups.  Students used Table 7 in Activity 12 – plan and organise findings in the resource booklet to plan and organise their investigation finding  Students reflected on their progress in using and recognising secondary sources, identifying successful strategies and areas for improvement. | Pre-teach key vocabulary related to source analysis (reliability, validity, currency, bias).  Provide a glossary for unfamiliar terms and allow the use of bilingual dictionaries.  Use closed captions, transcripts, and visual aids during research skills workshop  Teach and practice using tools like Google Scholar, academic databases, and advanced search techniques explicitly.  Encourage sharing of experiences and challenges faced during research.  Consider student needs and use alternative communication methods if necessary.  Scaffold writing with templates and guides to assist with paragraph structure.  Provide a template or model to guide students through the planning process.  Encourage multiple modes of reflection, including paper, orally, or digital. |  |

## People, patterns and processes study

### Week 9 – Study 4: political power and contested spaces

**Teacher note**: teachers choose 1 of 5 options to develop an understanding of the role of people in changing places and environments, the processes involved, and various responses to change. The study selected must not significantly overlap or duplicate studies selected for Year 12. Study 4: Political power and contested spaces has been chosen for this teaching and learning program.

Content in Study 4: Political power and contested spaces may be difficult for students who have lived experiences that relate to this focus area. Care should be taken when dealing with students with a trauma background. If this is a challenge for students in your setting, consider selecting an alternative study option. While syllabus content itself is not controversial, examples selected to support student learning should be appropriate and meet the requirements of the [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy.

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* understand and define key terms related to nation-states, territories, and political systems, and explore the significance of these concepts in shaping the world
* analyse different types of geopolitical boundaries, state shapes, and political systems and ideologies, and evaluate their impact on nations and the global community
* develop critical thinking and collaborative skills through discussions, research, presentations, and extended writing on the topics of nation-states, territories, geopolitical boundaries, and power blocs.

#### Success criteria

Students can:

* accurately define and provide examples of key terms, such as nation, state, nation-state, nationalism, and sovereignty
* effectively collaborate in pairs or small groups to create concept maps, research case studies, and engage in discussions about nation-states and territories
* analyse and interpret different types of maps (political, physical, thematic) to identify geopolitical characteristics and patterns
* effectively use digital mapping tools, GIS software, and other resources to gather information on political systems, ideologies, and power blocs
* present their findings through posters or digital presentations, demonstrating their understanding of the key concepts, and engage in meaningful discussions with their peers.

Table – the geopolitical characteristics of places

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| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-02, GE-11-03, GE-11-05, GE-11-09**  The geopolitical characteristics of places from a global perspective, including nation-states and territories, political systems and ideologies, and power blocs  **Geographical tools/skills**   * GIS * Statistical analysis * Visual representation * Political and thematic maps | Use [Cambridge Dictionary](https://dictionary.cambridge.org/) to create simple definitions for the following terms*:*   * nation * state * nation-state * nationalism * sovereignty.   Work individually or in pairs to create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577?clearCache=30ebb60f-1bb3-9836-5b0d-739118616bff) for each term.  Access [Sovereignty explained (4:40)](https://youtu.be/0EggqmMixig). Complete a class discussion about how sovereignty affects nation states and the global community. Prompts for the discussion may include:   * How has the concept of sovereignty shaped the world both domestically and internationally? * What are some of the key responsibilities and limitations that come with sovereignty? * How does sovereignty protect the rights of countries to govern and make their own decisions?   Access [‘What if the world was one country?’.](https://theconversation.com/what-if-the-world-was-one-country-a-psychologist-on-why-we-need-to-think-beyond-borders-152135) Use a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YvlvTnjpb3o.link) strategy to identify the main ideas.  Conduct a Think-Pair-Share discussion with another pair, on whether all national borders should be removed.  Provided below are some guiding questions for the discussion:   * What are some of the benefits of thinking beyond national borders? * In what ways can we promote a sense of global citizenship and interconnectedness among people from different parts of the world? * What steps can individuals take to become more globally minded and contribute to creating a more connected and cooperative world?   Analyse different types of maps (political, physical, thematic) to identify nation-states, territories, and geopolitical characteristics of places. Use atlases, online map resources, and GIS software to make comparisons.  Select 2 different countries to research and compare. Consider factors such as political systems, territorial disputes, international relations, and natural resources.  Use online resources, textbooks, and academic articles to gather secondary information.  Research a case study to explore different types of geopolitical boundaries and the impact they have on people and the environment. The geopolitical boundaries could include:   * physical boundaries * political boundaries * buffer zones * demilitarized zones * cultural boundaries * economic boundaries * geometric boundaries.   Provided in Activity 13 – geopolitical boundaries in the resource booklet is key information on each geopolitical boundary.  Discuss the shape and boundaries of states, explaining each of the 6 types of state shapes (see Activity 13 – geopolitical boundaries in the resource booklet). Complete a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553?clearCache=505d152f-d40f-e6d6-7723-98c8c945eb68) about the significance of each shape and how they can impact a state's communication, military protection, access to resources, and other aspects.  Examine the topic of geopolitics and its importance in understanding the global political landscape. Discuss the main political systems and ideologies found around the world (eg democracy, authoritarianism, communism, socialism, and capitalism).  Access a world map (physical and political) and the table of political systems and ideologies (Table 8 in Activity 14 – political ideologies in the resource booklet). Use an atlas or digital mapping tools to research and colour-code countries based on their political systems and ideologies.  Identify patterns and trends in the distribution of political systems and ideologies.  **Teacher note:** provided in Activity 14 – political ideologies in the resource booklet are examples of key geopolitical characteristics to support student understanding of the key geopolitical characteristics.  In small groups, investigate a case study of a country with a political system or ideology that is different to Australia. Research the assigned country using the internet and other resources to gather information on its political system, ideology, and related geopolitical characteristics.  Create a poster or digital presentation summarising the findings, including a map showing the country's location, political boundaries, and relevant physical features.  Present the case study to the class, highlighting the key geopolitical characteristics and how they relate to the country's political system and ideology.  After each presentation, encourage a class discussion on the advantages and disadvantages of the state shapes and how they influence the state's internal and external affairs.  Define power blocs and identify examples, such as NATO, the European Union, and the Shanghai Cooperation Organisation.  Discuss the different factors that can lead to the formation of power blocs, including economic, political, and military alliances.  Discuss the importance of geographical tools and skills in understanding geopolitics and power blocs such as GIS, remote sensing, and spatial analysis. Explain how these tools can help analyse and visualise complex data sets and reveal patterns or trends in geopolitical relationships.  In groups, interpret the data sets and identify patterns or trends related to an assigned power bloc or geopolitical region.  **Teacher note:** access GIS software that provides students with a tutorial and user-friendly platform, such as [QGIS](https://www.qgis.org/en/site/forusers/download.html) ([beginner's tutorial on QGIS](https://www.qgistutorials.com/en/docs/3/getting_started_with_qgis.htm)) or web-based platform, such as [Google Earth](https://www.google.com/earth/versions/) or [ArcGIS Online](https://www.arcgis.com/index.html).  Access one geopolitical data set, such as:   * Country borders and alliances: [CIA’s The World Factbook](https://www.cia.gov/the-world-factbook/) * Trade routes: [World Bank's World Integrated Trade Solution](https://wits.worldbank.org/) * Natural resources: [United States Geological Survey's Mineral Resources Online Spatial Data](https://mrdata.usgs.gov/)   Import the data set into GIS software, to visualise the data on maps, and conduct a spatial analysis.  Think critically about the data being analysed and consider how the geographical distribution of resources, military installations, and trade routes can influence geopolitical relationships between countries.  Provided are additional resources to support activity:   * [What is NATO?](https://www.nato.int/nato-welcome/) * [What is NATO and how is it changing?](https://www.bbc.com/news/world-europe-18023383) * [European Union](https://www.investopedia.com/terms/e/europeanunion.asp) * [Member states of the Arab league](https://www.worlddata.info/alliances/arab-league.php) * [What is Asia-Pacific Economic Cooperation?](https://www.apec.org/about-us/about-apec) * [Shanghai Cooperation Organisation](https://en.wikipedia.org/wiki/Shanghai_Cooperation_Organisation)   Write an extended response that explains how power blocs, political systems, and ideologies contribute to the transformation of the world's geopolitical characteristics. | Students created simple definitions for terms such as nation, state, nation-state, nationalism, and sovereignty using the Cambridge Dictionary.  Developed concept maps for each term, illustrating related words, phrases, and examples.  Completed Think-Pair-Share.  Researched case studies to explore different types of geopolitical boundaries and their impact on people and the environment.  Discussed state shapes and boundaries, and their significance in communication, military protection, access to resources.  Completed research and colour-coding countries based on political systems and ideologies using world maps.  Small group case study analysis on countries with different political systems or ideologies, and creation of a poster or digital presentation summarising findings.  Completed class presentation and discussion of case study analyses.  Completed discussion of factors leading to power bloc formation, including economic, political, and military alliances.  Group interpretation of data sets and identification of patterns or trends related to assigned power blocs or geopolitical regions.  Use of GIS software for data visualisation and spatial analysis. | Pre-teach key vocabulary and concepts related to nation-states, territories, and political systems.  Provide a glossary and allow the use of bilingual dictionaries for uncommon terms.  Ensure all students understand both technical and culturally based terms.  Provide visual and/or multimedia examples and check understanding of concepts.  Model how to complete a concept map, as students may not be familiar with these learning tools.  Include multiple opportunities for students to respond, such as verbally, non-verbally, or through response cards.  Explicitly demonstrate the correct use of geographical tools.  Consider student needs and alternative options when using thinking activities and graphical organisers for brainstorming.  Provide writing scaffolds to assist with paragraph structure.  Use closed captions when viewing videos to assist understanding and vocabulary building.  Pause or replay videos to review key concepts and vocabulary.  Provide the transcript for videos and use closed captions.  Consider students who find working in groups challenging and/or undertaking a particular defined group role.  Provide opportunities to practice skills before working in a group (or options to work independently or in pairs).  Consider multiple modes of delivering presentations, such as oral, written, or digital.  Student reflection using a range of modes, including paper, orally or digital. |  |
| **Geographical Investigation**  In undertaking the Geographical Investigation, students:   * Present and communicate findings   **Geographical tools/skills**   * Visual representation * Graphs and statistics | Discuss the current state of the geographical investigations.  Conduct a [peer assessment](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=7149dfba-2d2-52c7-3388-cdc985e1471a) using the following questions as the basis for the review:   * Identify the way the Geographical investigation has represented data * How effective is the data in illustrating the findings of the geographical fieldwork? * What are the current strengths of the geographical investigation? * Identify areas for improvement.   Use the peer feedback to critically assess the individual progress and Geographical investigation, including:   * identifying the geographical investigation strengths * identifying the geographical investigation weaknesses * recording recommendations for improvement and associated actions * incorporating recommendations for improvement into the geographical investigation and submit to teacher for review. | Students presented their ongoing investigations to peers.  Engaged in active discussion and clarification of concepts.  Students evaluated each other’s work and provided feedback.  Constructive feedback was given to improve the quality of the investigation.  Analysed the effectiveness of data representation.  Discussed the strengths and potential areas of improvement in the investigation.  Students reflected on the feedback received and identified their own strengths and weaknesses.  Students identified shortcomings in data interpretation or presentation. Recognised gaps in understanding or explanation of geographical concepts.  Students developed a list of actionable steps for enhancing future investigations.  Students created a plan for addressing identified weaknesses.  Students implemented the suggested improvements to enhance the quality of their investigation. Submitted the revised investigation for teacher evaluation, demonstrating growth and learning. | Pre-teach key vocabulary and concepts related to the marking criteria.  Provide a glossary and allow the use of bilingual dictionaries for uncommon terms.  Model the process of critically assessing an investigation using visual examples or templates.  Provide writing scaffolds for students who need help with paragraph structure.  Ensure understanding of technical and culturally based terms used in feedback.  Offer opportunities for students to reflect in various modes, such as on paper, orally, or digitally.  Provide explicit instruction on how to effectively incorporate feedback into their investigations. |  |

### Weeks 10 and 11 – Study 4: political tension and conflict

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* develop an understanding of the root causes of conflict and tension in their local community and around the world
* analyse the impact of social media and the internet on the way people engage with conflict and tension on local and global scales
* explore the complexities of political tensions and conflicts through a conflict resolution simulation scenario
* examine the role of diplomacy, negotiation, and compromise in resolving conflicts and promoting peace.

#### Success criteria

Students can:

* identify and discuss the main causes of conflict and tension in their local community and major global conflicts
* describe how social media and the internet have influenced the way people engage with conflict and tension
* demonstrate their understanding of various stakeholder perspectives and interests in a conflict resolution simulation scenario
* actively participate in the negotiation process to develop a conflict resolution plan that addresses the concerns of all parties involved in the simulation
* analyse the challenges, impact of technology, and consequences of rising global inequality on modern conflict and violence
* propose ways for individuals and communities to work towards creating a more peaceful and secure future.

Table – Study 4: political tension and conflict

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| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-03, GE-11-06, GE-11-08, GE-11-09**  Influences on political tension and conflict  **Geographical tools/skills**   * Maps (Political mapping and cultural mapping) * Spatial technologies (GIS, Remote sensing, * Statistical analysis and application of online databases * Fieldwork * Visual representation | As a class, discuss the following:   * What are some of the main causes of conflict and tension in your local community? * What are some of the major global conflicts that are currently causing tension and instability around the world? * How have social media and the internet impacted the way people engage with conflict and tension on a local and global scale? * How can individuals and communities work to reduce tensions and promote peace in their own areas?   Using local and regional newspapers or news websites can help to identify key political tension and conflict currently occurring. | Students identified and discussed various local and global causes of conflict and tension.  Students provided examples of conflicts from their own community and around the world.  Students discussed both positive and negative impacts of social media and the internet on conflict situations. | Pre-teach key vocabulary related to conflict and tension.  Provide visual aids or multimedia examples to facilitate understanding.  Allow the use of bilingual dictionaries for uncommon terms. |  |
| Impacts of, and responses to, political tension and conflict | Complete the Conflict Resolution Simulation Scenario provided below.  **Objective**: the goal of this simulation is for students to develop an understanding of the complexities of political tensions and conflicts. Consider the importance of diplomacy, negotiation, and compromise in resolving such situations.  **Background**: the fictional island nation of Isla Harmonia is located in the middle of the Pacific Ocean. Isla Harmonia is comprised of 2 main ethnic groups, the Cobaltians and the Rubarians, who have a long history of coexistence on the island. However, recent events have led to a rise in tensions between the 2 groups.  **Recent events:** a valuable deposit of rare-earth minerals was discovered in the border region between the territories primarily inhabited by the Cobaltians and the Rubarians. The Harmonian government, dominated by the Cobaltian majority, decided to establish a mining operation in the area, benefiting primarily the Cobaltians. This has led to protests and violence from the Rubarians, who feel marginalised and excluded from the economic benefits of the mining operation.  **Situation:** tensions between the Cobaltians and the Rubarians have escalated rapidly, and the situation is now on the brink of turning into a full-scale conflict. There have been violent clashes between the 2 groups, and the situation has received international attention. The Harmonian government is under pressure to resolve the situation and maintain peace on the island.  **Groups:**   * Harmonian Government (Cobaltian majority) * Cobaltian Community Leaders * Rubarian Community Leaders * International Mediation Team (neutral third party) * Environmental Activist Group   **Task**: each group will discuss and research their assigned stakeholder's perspectives and interests related to the conflict. They will then participate in a negotiation process to develop a conflict resolution plan that addresses the concerns of all parties involved.  **Considerations**:   * How can the economic benefits of the mining operation be distributed more fairly between the Cobaltians and the Rubarians? * What measures can be taken to ensure the long-term stability and peaceful coexistence between the 2 ethnic groups? * How can the environmental impact of the mining operation be minimised, taking into account the concerns of the Environmental Activist Group? * What role can the International Mediation Team play in facilitating the negotiation process and ensuring a fair and lasting resolution?   Use [A new era of conflict and violence](https://www.un.org/en/un75/new-era-conflict-and-violence) to explore influences on modern tension and conflict. Access the article and work in pairs to complete brief responses to the following questions:   * What are some of the key challenges highlighted in the article regarding the future of conflict and violence? * How has technology impacted the nature of conflict and violence in recent years? * According to the article, what are some potential consequences of rising global inequality? * How does the UN plan to address the complex issues surrounding conflict and violence in the coming years? * Identify the dominant drivers of, or influences on, conflict between nations. * In what ways can individuals and communities work towards creating a more peaceful and secure future?   In groups, research and complete Table 9 in Activity 15 – conflict and tension. Provided in the activity are resources related to each tension and conflict. | Students actively participated in the simulation, demonstrating their understanding of various stakeholder perspectives and interests.  Students collaborated in the negotiation process and developed a conflict resolution plan addressing the concerns of all parties.  Students answered questions about the article, demonstrating their understanding of the key challenges, impact of technology, and consequences of global inequality on modern conflict and violence.  Students identified dominant drivers of conflicts between nations and proposed ways for individuals and communities to work towards a more peaceful future.  Students completed Table 9 in Activity 15 – conflict and tension, providing information on various conflicts and tensions.  Students used provided resources and conducted their own research to gather information for the table in the resource booklet. | Use closed captions during video viewing and provide a transcript.  Encourage students to use target language in context.  Provide role cards with simplified language for each stakeholder group.  Assign roles based on individual student needs and abilities.  Offer additional support for students who struggle with group work.  Allow students to work in pairs or independently if needed.  Consider alternative modes of presentation, such as videos or posters.  Offer writing scaffolds to assist with paragraph structure.  Provide opportunities for students to respond verbally, individually, or in partner turn and talk.  Break down complex concepts into smaller, manageable chunks.  Provide additional resources and materials to support understanding.  Offer visual aids or multimedia examples to facilitate understanding.  Provide scaffolds for organising and presenting information.  Consider student needs when assigning group roles or allow for independent work. |  |
| **Geographical Investigation**  In undertaking the Geographical Investigation, students:   * Present and communicate findings * Propose recommendations for individual and/or collective action as appropriate   **Geographical tools/skills**   * Visual representation * Graphs and statistics | Review the current state of the Geographical Investigations and identify the key findings and trends that have emerged during the research and investigation.  Create a concise summary of their findings, highlighting the most important points and implications.  Use visual aids, such as graphs, tables, and maps, to illustrate the findings effectively.  Arrange the classroom for a ‘speed presenting’ session, with 2 rows of chairs facing each other. Work in pairs and sit across from each other.  Spend 3 minutes sharing findings and recommendations with a partner. After 3 minutes, one row should rotate to the next partner. Repeat 3–4 times.  Following the ‘speed presenting’ session, discuss the different approaches to presenting and communicating findings, and the benefits of sharing information with diverse audiences.  Brainstorm a list of possible individual and collective actions that can be taken in response to the research findings. Select the top 3–5 recommendations and elaborate on how these actions can address the identified issues.  Create a table to organise the feasibility, impact, and potential consequences of each proposed action.  Review the feedback received from peers and identify areas for improvement.  Create a 1–2 minute ‘elevator pitch’ to summarise the findings and recommendations.  Practice the pitch with a partner, focusing on clarity, conciseness, and persuasiveness.  Refine their pitches based on the suggestions received.  Ask for volunteers to share their elevator pitches with the class and engage in a brief discussion after each pitch. | Students identified key findings and trends from their research.  Students created concise summaries of their findings, emphasising important points and implications.  Students utilised visual aids, such as graphs, tables, and maps, to effectively illustrate their findings.  Students shared their findings and recommendations with multiple partners.  Students actively listened to their peers and provided feedback.  Students engaged in a class discussion on various presentation approaches and the benefits of sharing information with diverse audiences.  Students brainstormed a list of possible individual and collective actions in response to their findings.  Students selected and elaborated on their top 3–5 recommendations.  Students created tables to organise the feasibility, impact, and potential consequences of each proposed action.  Students reviewed peer feedback and identified areas for improvement.  Students revised their findings and presentations based on feedback and suggestions.  Students provided constructive feedback to partners and refined their pitches based on suggestions received.  Students engaged in brief discussions after each pitch, reflecting on the content and presentation. | Pre-teach key vocabulary and concepts related to geographical investigations.  Provide a glossary and allow the use of bilingual dictionaries for uncommon terms.  During the activity, encourage students to use target language in context.  Provide visual aids and multimedia examples to support understanding of findings.  Allow students to choose the format for their concise summary (written, oral, or digital).  Offer writing scaffolds for paragraph structure when creating summaries.  Provide opportunities for verbal and non-verbal responses during discussions.  Allow students to work in pairs or small groups if they find the speed dating format challenging.  Consider alternative formats for sharing findings, such as presenting to the class or creating a multimedia presentation.  Model how to evaluate the feasibility, impact, and potential consequences of proposed actions.  Explicitly demonstrate the correct use of geographical tools in presentations. |  |

### Weeks 12 and 13 – Antarctica, a regional contested space

**Teacher note:** this study will focus on the contested space of Antarctica. The study is aimed at exploring the various conflicting claims over the region, the environmental conditions and their effects, geopolitical issues, scientific research, or any other aspect related to the contested space of Antarctica. The study will explore the spatial patterns and characteristics of the space, including its economic, environmental, social, cultural, and technological factors. Students will investigate the impacts of political tension and conflict on people, places, and the environment and identify opportunities to enhance environmental sustainability and human well-being in the region.

#### Learning intentions

These learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students:

* develop an understanding of the spatial patterns and characteristics of Antarctica's physical and human geography, as well as its political tensions and conflicts
* enhance skills in topographic mapping and its application in studying spatial features and characteristics of regions like Antarctica
* analyse the role of the Antarctic Treaty, territorial claims, environmental sustainability, and human wellbeing in shaping the future of Antarctica.

#### Success criteria

Students can:

* identify and describe the key features of Antarctica's physical and human geography, including location, size, topography, climate, and human population
* effectively use topographic maps and various geographical tools (for example, distance calculation, aspect, area, grid references, latitude, and longitude) to analyse and interpret spatial patterns and characteristics of Antarctica
* describe the political tensions and conflicts surrounding Antarctica and analyse the role of the Antarctic Treaty in addressing these issues
* assess the environmental challenges facing Antarctica, discuss potential solutions, and explore measures taken to protect its delicate ecosystem
* engage in debates and discussions on various topics related to Antarctica, such as territorial claims, economic factors, environmental sustainability, and human wellbeing, demonstrating a deep understanding of the complexities and nuances involved.

Table 9 – identifying and defining lesson sequence and details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-03, GE-11-04, GE-11-08, GE-11-09**  ONE contested space at a local or regional scale, including:   * spatial patterns and characteristics of the space   **Geographical tools/skills**   * Topographic maps * Visual representation (Aerial photograph or satellite image) * Graphs and statistics | Research and create an overview of the spatial patterns and characteristics of the environment of Antarctica using a map. Complete Table 10 in Activity 16 – spatial patterns and characteristics in the resource booklet and include the following:  **Location and size**   * latitude and longitude of Antarctica, with the South Pole at 90° S * distance from other countries, such as Australia, New Zealand, and South American countries such as Chile * size of the whole landmass including the East Antarctic Ice Sheet, West Antarctic Ice Sheet and the Antarctic Peninsula.   **Physical geography**   * topography, including mountain ranges like the Transantarctic Mountains, and the highest peak, Mount Vinson, along with valleys and elevation variations * volcanoes, such as Mount Erebus, and glaciers, including the Lambert Glacier, the world's largest glacier * vegetation, primarily limited to mosses, lichens, and algae, due to the harsh climate * climate, characterised by extreme cold, strong winds, and minimal precipitation, with coastal temperatures ranging from winter to summer * animals in the sea ice, including seals, penguins, and various types of whales, as well as krill and other marine life   **Human geography**   * population, with people residing in Antarctica during the summer and winter * origin, with scientists and support staff participating in research activities * purpose of scientific research, including climate change, meteorology, geology, biology, and astronomy, with international cooperation through the Antarctic Treaty System   Resources that may assist in completing this task include:   * [Antarctic and sub Antarctic](https://www.antarctica.gov.au/about-antarctica/geography-and-geology/geography/maps/) maps * [Weather and climate](https://www.antarctica.gov.au/about-antarctica/weather-and-climate/) * [Antarctic geography and geology](https://www.antarctica.gov.au/about-antarctica/geography-and-geology/) * [Plants and microbes](https://www.antarctica.gov.au/about-antarctica/plants/) * [Animals](https://www.antarctica.gov.au/about-antarctica/animals/) * [Ice and atmosphere](https://www.antarctica.gov.au/about-antarctica/ice-and-atmosphere/) * [Map of Antarctica and the Southern Ocean](https://geology.com/world/antarctica-satellite-image.shtml)   Use a topographic map such as [Antarctic and sub-Antarctic maps](https://www.antarctica.gov.au/about-antarctica/geography-and-geology/geography/maps/) to complete the following task.  In pairs or small groups, select a geographical tool from the list below and complete it using the map:   * distance between locations * directions and bearings * aspect, area, and grid references * latitude and longitude * interpreting contour lines * calculating local relief * calculating gradient of a slope as a ratio * constructing and annotating a cross-section from a topographic map * calculating and interpreting the vertical exaggeration of a cross-section * determining the density of a specific feature on a map.   Share the results with the class.  Reflect on the challenges encountered while applying these skills and how to improve proficiency in topographic mapping.  Summarise the importance of topographic mapping skills in studying spatial features and characteristics of regions like Antarctica.  Write a short response describing the spatial patterns and characteristics of Antarctica. | Students demonstrated their understanding of Antarctica's location, size, physical and human geography.  Successfully completed Table 10 in Activity 16 – spatial patterns and characteristics in the resource booklet.  Students applied various geographical tools to topographic maps of Antarctica.  Shared findings with the class and reflect on challenges and areas for improvement. | Pre-teach key vocabulary related to Antarctica.  Provide a glossary of uncommon terms.  Allow the use of bilingual dictionaries.  Provide visual aids and multimedia examples to support understanding.  Offer writing scaffolds for paragraph structure.  Model how to use geographical tools. Provide visual aids for concepts.  Provide writing scaffolds for paragraph structure.  Allow for verbal, individual, partner turn and talk, and non-verbal responses.  Provide templates for the reflective process.  Explicitly demonstrate the correct use of geographical tools. |  |
| ONE contested space at a local or regional scale, including:   * the influence of economic, environmental, social, cultural and/or technological factors * impacts of political tension and/or conflict on people, places and the environment | Access the Antarctic territorial map using [Antarctic and sub Antarctic](https://www.antarctica.gov.au/about-antarctica/geography-and-geology/geography/maps/) maps or [Slices of pie: Mapping Territorial Claims in Antarctica](https://www.visualcapitalist.com/mapping-territorial-claims-in-antactica/).  Complete [Thinking skills – 5 whys](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638?clearCache=554d3b05-2a19-f649-dac2-52d731083f5) relating to issues that may arise on the ownership of Antarctica.  Use the resources provided below to complete a [mind map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=e2508b6d-35e8-a548-71e8-936c84a7900f), titled, ‘An overview of the Antarctic Treaty.’ This mind map should cover the following aspects of the Treaty:   * Why was the Treaty established? * What are the 4 international agreements that make up the Treaty? * What activities does the Treaty allow and encourage? * What activities does the Treaty ban? * How have countries responded to this change? Why have additional countries joined since the original Treaty was established?   Resources:   * [History of the Antarctic Treaty](https://www.antarctica.gov.au/about-antarctica/law-and-treaty/history/) * [Explainer: Keeping conflict on ice with the Antarctic Treaty](https://theconversation.com/explainer-keeping-conflict-on-ice-with-the-antarctic-treaty-2197), * [Antarctic Territories explained (10:32)](https://youtu.be/a22fYMe-6uw) * [Who owns Antarctica](https://www.antarctica.gov.au/about-antarctica/people-in-antarctica/who-owns-antarctica/)   In small groups, select one or more categories from the table in Table 11 in Activity 17 – political tension and conflict in the resource booklet.  In groups discuss and research the selected topic, using the table as a starting point.  Present the group findings to the class and engage in further discussion and respond to questions from peers.  As a class, discuss the question: ‘How do territorial claims and overlapping interests create contested spaces in Antarctica?’  Select a specific conflict or issue related to Antarctica (see Activity 17 – political tension and conflict). Analyse the case study, describe the main stakeholders and their interests, and propose possible resolutions or ways forward.  Create an informative and visually appealing poster or [infographic](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653?clearCache=a3bd6f33-911e-b91d-2533-fc718bf76e24) summarising the selected topic, including key facts, challenges, and potential solutions. Activity 18 – spatial patterns poster provides guiding questions for the poster.  Discuss the following questions:   * How do economic factors impact the exploration and development of Antarctica? * What are the environmental challenges facing Antarctica and how are they being addressed? * In what ways does the social dimension affect scientific research and governance in Antarctica? * How does cultural diversity affect international collaboration in Antarctica? * What measures are being taken to protect Antarctica's delicate ecosystem from pollution and human activity?   Using the criteria in Activity 19 – structured response in the resource booklet, choose one of the questions above and write a structured response. | Students wrote a short response using a table and map that demonstrates their understanding of spatial patterns and characteristics.  Students select a case study and propose possible resolutions.  Students created informative posters summarising their assigned topics.  Students researched stakeholder perspectives and prepared arguments. Presented arguments in a simulated meeting and engaged in a whole-class discussion. | Offer opportunities to practice skills before working in a group.  Consider multiple modes of delivering presentations.  Model how to complete graphic organisers.  Offer writing scaffolds for paragraph structure. |  |
| ONE contested space at a local or regional scale, including:   * impacts of political tension and/or conflict on people, places and the environment * opportunities to enhance environmental sustainability and/or human wellbeing | Explore and discuss various opportunities to enhance environmental sustainability and human wellbeing in Antarctica.  Brainstorm possible opportunities for enhancing sustainability and wellbeing such as:   * renewable energy resources * waste management * biodiversity conservation * climate change and its impacts on Antarctica * scientific research and international cooperation * tourism regulations.   **Group activity –** provide the scenario in Activity 20 – research station scenario in the resource booklet. This scenario requires students to make decisions about the development and implementation of policies, projects, or initiatives aimed at enhancing environmental sustainability and human wellbeing in Antarctica  Each group represents a different stakeholder in Antarctica such as scientists, environmentalists, government representatives, indigenous communities, and tourism operators.  Design a sustainable research station that meets the criteria identified in Activity 20 – research station scenario.  Research the stakeholder's perspective and prepare the arguments.  Present the arguments in a simulated meeting followed by a whole-class discussion about the challenges and opportunities related to sustainability and wellbeing in Antarctica.  Conduct a debate on the pros and cons of tourism in Antarctica, considering its impacts on environmental sustainability and human wellbeing. Consider factors such as economic benefits, environmental impacts, cultural aspects, and the role of regulation in managing tourism activities.  After the debate, hold a class discussion to reflect on the various perspectives and explore potential solutions for managing tourism sustainably in Antarctica. | Students brainstormed a list of opportunities for enhancing sustainability and wellbeing.  Students successfully completed a suitable design for a sustainable research station  Students conducted a debate on the pros and cons of tourism in Antarctica.  Students account for the various perspectives for managing tourism sustainably in Antarctica and explored potential solutions. | Provide visual aids and multimedia examples to support understanding.  Provide writing scaffolds for paragraph structure.  Allow for verbal, individual, partner turn and talk, and non-verbal responses.  Provide opportunities for practice before the debate.  Consider multiple modes of delivering presentations. |  |

### Week 14 – Geographical Investigation finalisation week (Due Term 3, W4)

Table 10 – completing the Geographical Investigation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outcomes and content | Teaching and learning activities | Evidence of learning | Differentiation/ adjustments | Registration and evaluation notes |
| **GE-11-01, GE-11-02, GE-11-05, GE-11-06 GE-11-07, GE-11-08, GE-11-09**  Present and communicate findings, including:   * using evidence derived from the geographical inquiry process * selecting appropriate forms * using geographical terms and concepts * applying a recognised form of referencing   Propose recommendations for individual and/or collective action as appropriate  Critically review the plan, process and findings of the investigation  **Geographical tools/skills**   * Visual representation * Graphs and statistics | Each student shares the Geographical Investigation with peers for a critical review.  After each review, evaluate the feedback, highlighting areas for improvement and answering any questions.  Review guidelines on proper citation and referencing for the Geographical Investigation. Ensure citations and references are accurate and complete.  Double-check work for plagiarism.  Examine data, graphs, and evidence tables included in the final documents. Assess the accuracy, clarity, and effectiveness of the data presented and identify any areas for improvement.  Review the Geographical Investigation for grammar, punctuation, and spelling errors.  Ensure that all components of the Geographical Investigation have been addressed.  Making any last-minute revisions and finalise all parts of the Geographical Investigation ready for submission.  Reflect on the Geographical Investigation process. Use the prompts below to guide the reflection:   * What challenges did you face during your investigation? * How did you overcome these challenges? * What have you learned from this experience? * How could you apply these lessons to future projects or investigations?   Write a short reflective journal entry addressing these prompts. | Students engaged in constructive feedback sessions with peers.  Students provided suggestions for improvement and addressed questions.  Students revised their Geographical Investigation based on the feedback received.  Students reviewed guidelines on proper citation and referencing. Students checked their work for accurate citations and references.  Students identified and corrected any instances of plagiarism.  Students evaluated their data, graphs, and evidence tables for accuracy, clarity, and effectiveness.  Students identified areas for improvement and made necessary adjustments.  Students thoroughly reviewed their Geographical Investigation for grammar, punctuation, and spelling errors.  Students ensured that their project followed the required formatting guidelines.  Students created a final checklist to ensure all components of the Geographical Investigation were addressed.  Students spent time making last-minute revisions and finalising their work.  Students reflected on the challenges they faced during their investigation and how they overcame them.  Students discussed the lessons learned from this experience and how they could apply these lessons to future projects or investigations.  Students wrote a short reflective journal entry, addressing the prompts provided and any other thoughts about their Geographical Investigation process. | Provide a feedback template with guiding questions to support constructive feedback. Allow students to use their preferred mode of communication, for example verbally, written, or digitally.  Consider implementing structured peer discussions, such as [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) or jigsaw, to ensure all students have an opportunity to participate.  Provide examples and model proper citation and referencing. Offer guided practice and one-on-one support as needed.  Model effective data presentation and provide a checklist for students to self-assess their work. Offer assistance and additional resources for students who need more support.  Provide a proofreading checklist or encourage students to use digital tools to assist with editing.  Provide a template for the final checklist to ensure all students understand the requirements.  Consider the needs of students who may require additional time or support for revising their work.  Offer various modes for reflection, such as verbal discussion, written reflection, or digital journaling. |  |

## Additional information

For additional support or advice, contact the HSIE curriculum team by emailing [HSIE@det.nsw.edu.au](mailto:HSIE@det.nsw.edu.au).

### Further implementation support

Curriculum design and implementation is a dynamic and contextually-specific process. The department is committed to supporting teachers to meet the needs of all students. The advice below on assessment and planning for the needs of every student may be useful when considering the material presented in this sample program of learning.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

### Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice contact the HSIE curriculum team by emailing [HSIE@det.nsw.edu.au](mailto:HSIE@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.2.2, 3.3.2.

**Consulted with**: Curriculum and Reform, Inclusive Education, Multicultural Education, Aboriginal Outcomes and Partnerships and subject matter experts.

**NSW syllabus**: Geography 11–12

**Syllabus outcomes**: GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09.

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Program of learning

**Related resources**: further resources to support Geography 11–12 can be found on the [Planning, programming and assessing geography 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/hsie/planning-programming-and-assessing-hsie-11-12/planning-programming-assessing-geography-11-12) page.

**Professional learning**: relevant professional learning is available through MyPL and the HSIE statewide staffroom.

**Universal Design for Learning**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

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## Evidence base

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## References

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