# HSIE: Geography S2 – learning sequence – The Earth’s environment

**Learning sequence description**

Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples.

## Syllabus outcomes and content

**GE2-1** – examines features and characteristics of places and environments

Students will:

* investigate the natural characteristics of Australia and a country in Asia
* investigate the importance of natural vegetation and natural resources to the environment, animals and people

**GE2-2** – describes the ways people, places and environments interact

Students will:

* investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments

**GE2-4** – acquires and communicates geographical information using geographical tools for inquiry

Students will:

* use geographical tools and information to support and explain their understanding of local, national and global contexts and connections

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## Lesson 1 – How does the environment support the lives of people and other living things?

Students are learning to:

* compare Australia’s and India’s climate, natural vegetation and native animals
* identify types of natural vegetation
* explain the importance of natural vegetation to animals and the functioning of the environment

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Introduce India as a country that students will be focusing on in the following learning sequences, specifically the climate, plants and animals of India that will be compared and contrasted to those of Australia. Complete a KWL chart for both countries to show what they already know, what they want to know and what they will have learned.Use the introductory video [India song for kids](https://safeYouTube.net/w/w1kB) to spark interest and curiosity for students who may never have investigated this country before. Use the sample resources links in the resource section for research starters. | Hard copies of the resource links provided for students without digital access. | Worksheet 1Title: India and Australia KWL charts[India song for kids](https://www.youtube.com/watch?v=LwP_Fs8uZkA) [Wikipedia Wildlife of India](https://en.wikipedia.org/wiki/Wildlife_of_India)[Wikipedia Climate of India](https://en.wikipedia.org/wiki/Climate_of_India)[Plant and animal life in India](https://www.britannica.com/place/India/Plant-and-animal-life) [Climate of Australia](https://kids.kiddle.co/Climate_of_Australia)[Australian animals](https://www.australia.com/en/facts-and-planning/about-australia/australias-animals.html)[ABC Australian animals](https://education.abc.net.au/home#!/topic/1799956/australian-animals)[Australian plants](https://www.australia.com/en/facts-and-planning/about-australia/australias-plants.html)Online resource links |
| 1.2 | Students access a variety of resources, including the internet, maps, pictures, videos and case studies to develop their understanding and knowledge of diverse environments. Students use the project planner and information table in the worksheet resources to start to plan, prepare and organise their research of the climate, animals and plants of both Australia and India. Students also use the assessment rubric to self-monitor for quality work expectations. |  | Worksheet 2Title: India and Australia fact tableWorksheet 3Title: Presentation plannerWorksheet 4Title: Quality rubric |
| 1.3 | Students research, identify and compare the major climate types, native vegetation and animals of Australia and India by completing a presentation choosing from various multimodal strategies. These could include:* hardcopy infographic (project poster)
* online infographic using an online platform such as PowerPoint or [Popplet](https://popplet.com/)
* video report with transcript and visual footage.
 |  | Project poster or bookAccess to PowerPoint or [Popplet](https://popplet.com/)Access to video recording and editing software. |
| 1.4 | Students self-assess their presentation against the quality rubric that has been supplied. This can also be used during a teacher student conference to discuss feedback. Students also complete their KWL chart to show what they have learned. |  | Worksheet 4Title: Quality rubricWorksheet 1KWL chart |
| 1.5 | Students watch the [BTN segment](https://www.abc.net.au/btn/classroom/koalas-in-decline/10522878) and respond about the importance of natural vegetation to our native koala population and the reasons why their habitat and surrounding environment is changing. |  | [BTN segment](https://www.abc.net.au/btn/classroom/koalas-in-decline/10522878) Online videoWorksheet 5Koalas and their changing habitat |
| 1.6 | **Opportunity for monitoring student learning** Quality rubric completion– self assessmentStudents use the quality rubric to assess their own work and use it to inform a teacher/student conference.**What to look for*** Genuine analysis of their project using the quality criteria
* Completion of the ‘Celebrate’ and ‘Concentrate’ sections for future considerations and improvements.
 |  | Worksheet 4Title: Quality rubric |

## Lesson 2 – How do different views about the environment influence approaches to sustainability?

Students are learning to:

* discuss why people value environments differently
* describe how custodial responsibility for Country/Place influences Aboriginal and Torres Strait Islander Peoples’ views of the environment.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students watch the two videos about India’s [Ganges river](https://safeYouTube.net/w/n69B) and Australia’s [Murray darling river](https://safeYouTube.net/w/p58B). Both rivers have different environmental problems, through pollution and drought, even though they are greatly valued for the survival of people. Using a T-chart students identify and analyse the different reasons that people use these rivers for different purposes. |  | [Murray darling river](https://www.youtube.com/watch?v=v8Y71IbRGfo)[Ganges river](https://www.youtube.com/watch?v=5RLZ3EJXCeg) Worksheet 6Title: The Ganges and the Murray Darling Rivers. |
| 2.2 | The Anangu people have been the legal custodians of Uluru since it was returned back to them in 1985, though have spent thousands of years caring for this sacred place before European settlement in 1788. Since 1985, people have still climbed Uluru even though the Anangu people have felt it was disrespectful and asked people not to climb. In 2017 the decision was made to close the climb in October 2019. After watching the [BTN report](https://www.abc.net.au/btn/classroom/uluru-tourists/11345930) and reading [Kids News](https://www.kidsnews.com.au/humanities/tourists-will-be-banned-from-climbing-sacred-uluru-from-2019/news-story/3b172802bf1d0d4cc3aa9fb45feae864) students create an Uluru timeline that includes significant dates and information relating to its interactions with people and the custodial responsibilities of the Anangu people. |  |  [BTN report](https://www.abc.net.au/btn/classroom/uluru-tourists/11345930)Online video[Kids News](https://www.kidsnews.com.au/humanities/tourists-will-be-banned-from-climbing-sacred-uluru-from-2019/news-story/3b172802bf1d0d4cc3aa9fb45feae864)Online informationWorksheet 7Title: Timeline of Uluru |
| 2.3 | **Opportunity for monitoring student learning**Worksheet 6 The Ganges and the Murray Darling rivers – inquiry based activity involving comparing and contrastingMurray Darling/Ganges T-chart**What to look for*** A comprehensive understanding of the multiple environmental challenges facing both rivers and the specific factors that have affected their changes.
* Comparing and contrasting both rivers to show how and why people value the environment differently and what motivates people to use natural resources in certain ways.
 |  | Worksheet 6 |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?