Places and environments

HSIE Stage 3 learning sequence

## Resource considerations

This learning sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Stage 3 Places and environments

**Outcomes**

**GE3-1** – describes the diverse features and characteristics of places and environments

**GE3-2** – explains interactions and connections between people, places and environments

**GE3-3** – compares and contrasts influences on the management of places and environments

**GE3-4** – acquires, processes and communicates geographical information using geographical tools for inquiry

**Learning sequence overview** – students investigate land use for a road building project as a case study at a regional scale. They examine the geographical characteristics of the site, the interconnections between the place and a range of people with varying points of view, the role of government in the issue, and sustainability considerations.

**Key concepts** – Land use, decision-making processes, sustainability

**Key language** – Influence, natural environment, landforms, climate, human characteristics, environmental characteristics, spatial distributions, land use, land management, government, zoning, development, redevelopment, residential, industry, urban growth, expansion, regeneration, infrastructure, services, local planning issues, cause and effect, stakeholders, biodiversity, perceptions, advantage, disadvantage, sustainability, Bushfire hazards, fire prone, fire-affected, fire management, bushfire weather, disaster, spatial relationships, impacts, mitigation, prevention

**Key inquiry question – How do people influence places and the management of spaces within them?**

### Aim of lesson sequence

* Students investigate how people change the natural environment in Australia.
* Students examine ways people influence the characteristics of places, including the management of spaces.

### Teacher notes

* This sequence is based on the [Geography K-6 teaching and learning framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/HSIE-early-stage-13/geography/programming) Stage 3 Factors that shape places, [Contemporary land use issue](https://schoolsequella.det.nsw.edu.au/file/7b5308a3-0831-4c02-bc13-29a9ef6c55fc/1/Stage%203%20geography%20-%20factors%20that%20shape%20the%20places.docx).
* These activities use the [proposed Outer Sydney Orbital](https://www.transport.nsw.gov.au/corridors/oso) to provide context. However, a local context could be used for students in other areas of NSW.
* The [Transport for NSW Current projects website](https://www.transport.nsw.gov.au/projects/current-projects) provides information on a range of other projects that could be used as an alternative to the Outer Sydney Orbital.

### Activities

1. **Effects of a major transport project on the natural environment.**
	1. **Digital:**
* Explain that the NSW Government is responsible for planning for the long-term needs of towns and cities. As part of this, the government is required to identify and protect land corridors that can be used to build a range of transport solutions for people and goods.
* Share the question: ‘What are some things that the government may need to consider, to plan and construct a major new road or other transport connection such as a railway, airport or shipping port?’ Show students a map of the proposed Outer Sydney Orbital.
* Discuss some basic information like:
What does the map show?
Where does the road and rail network go?
Who might be involved?
What natural environments might be impacted?
* Students comment - responses on Google Classroom. Using the comment tool, ensure the terms natural environment, vegetation, people’s needs, and existing buildings are discussed.
* Discuss how students could find out more about these, such as maps, surveys and planning documents. Explain that these information sources are provided to people to inform them and help them think about the impacts of projects.
* Ask students to write down three or four possible questions, problems or ideas that the government may need to consider before proceeding with the construction of the Outer Sydney orbital.
* Direct students to read the [Frequently asked questions](https://schoolsnsw-my.sharepoint.com/personal/jill_andrew_det_nsw_edu_au/Documents/Desktop/delete/proposed%20Outer%20Sydney%20Orbital) related to the Outer Sydney Orbital project, then summarise the key information by creating a brainstorm or mind map. Students create brainstorms using Microsoft PowerPoint, other digital software, or by creating a hand-drawn version.
* Using information in the Frequently asked questions resource, plus the map of the proposed Outer Sydney Orbital, ask students to develop their own key question related to how the project might change the natural environment. Student questions can be discussed in a Google Classroom session, and discussion used to clarify student questions. Use the discussion to prompt student thinking about viewpoints that different groups of people may have about the project, such as local Aboriginal land council, schools, farmers, residents and shop owners.
* Thinking about their question or another question that has been raised in discussion, ask students to create a T-chart that outlines the benefits and disadvantages with respect to their chosen question, focusing on how people change the natural environment. Explain that students will use their T-chart in the next activity.
	1. **Non-digital:**
* Explain that the NSW Government is responsible for planning for the long-term needs of towns and cities. As part of this, the government is required to identify and protect land corridors that can be used to build a range of transport solutions for people and goods.
* Share the question: ‘What are some things that the government may need to consider, to plan and construct a major new road or other transport connection such as a railway, airport or shipping port?’ Provide students with a map of the proposed Outer Sydney Orbital. Ask them to think about, identify and make a list of some basic information like:
What does the map show?
Where does the road and rail network go?
Who might be involved?
What natural environments might be impacted?
* Ask students to write down three or four possible questions, problems or ideas that the government may need to consider before proceeding with the construction of the Outer Sydney orbital.
* Ask students to write down some dot points about how they could find out more about government considerations. For example, by using maps, surveys and planning documents.
* Direct students to read the Frequently asked questions resource related to the Outer Sydney Orbital project, then summarise the key information by creating a hand drawn brainstorm or mindmap.
* Using information in the frequently asked questions resource, plus the map of the proposed Outer Sydney Orbital, ask students to develop their own key question related to how the project might change the natural environment. Instruct students that their thinking should focus on the viewpoints that different groups of people may have about the project, such as local Aboriginal land council, schools, farmers, residents and shop owners.
* Thinking about their question or another question that has been raised in discussion, ask students create a T-chart that outlines the benefits and disadvantages with respect to their chosen question, focusing on how people change the natural environment. Explain that students will use their T-chart in the next activity.
1. **Decision-making about a major transport project on the natural environment.**
	1. **Digital:**
* Show students the [brochure about the Outer Sydney Orbital](https://www.transport.nsw.gov.au/corridors/oso). Explain that it presents background information about the project and outlines the benefits of the project. Explain to students that the brochure represents the government’s point of view based on consultations with various groups such as residents, shop owners, farmers and Aboriginal land councils. It also provides an opportunity for people to provide feedback to the government about the project.
* Ask students to read the brochure and compare the benefits with the benefits that they identified in their T-chart. Discuss student contributions in Google Classroom and record a list of ideas.
* Ask students to choose one benefit from the brochure (this may be different to the benefits in their T-chart) that is related to how people change the natural environment, and prepare a dot point summary using information from the brochure as well as the other resources they have used already. The summary should include:
information that supports the change
Information about how the change will impact on a natural environment (this may be identified using the map)
Information about what measures (if any) will be taken to minimise the impact.
* In Google Classroom, provide an opportunity for students to share their dot point summaries. Point out similarities and differences in student findings.
* Ask students to prepare a feedback submission that could be provided to the government about the project, based on information in the brochure, map and Frequently asked questions resource. Ask students to think of and list some criteria that they will use in their feedback response. For example, identify one question outlined in the brochure and identify an issue, problem or concern that might be related to this. Include a brief description of the issue, problem or concern, as well as a possible solution. Include a map, photos or a diagram to help convey ideas about the issue, problem or concern, or the solution.
* In their letter, students should:

include an introduction, describing the group they are representing, state their question and briefly describe the issue or problem

refer to their T-chart to write a paragraph description of an advantage and a paragraph description of a disadvantage

summarise their argument in one paragraph, stating their own point of view and providing a supporting statement with evidence (such as the map or Frequently asked questions resource) to support this.

* Students use a word processor or hand-write their letter. Alternatively, students may create a short (under1 minute) video or voice recording that could be used to communicate their letter.
	1. **Non-digital:**
* Provide students with a copy of the brochure about the Outer Sydney Orbital that presents background information about the project and outlines the benefits of the project. Explain to students that the brochure represents the government’s point of view based on consultations with various groups such as residents, shop owners, farmers and Aboriginal land councils. It also provides an opportunity for people to provide feedback to the government about the project.
* Ask students to read the brochure and compare the benefits with the benefits that they identified in their T-chart.
* Ask students to choose one benefit from the brochure (this may be different to the benefits in their T-chart) that is related to how people change the natural environment, and prepare a dot point summary using information from the brochure as well as the other resources they have used already. The summary should include:
	+ information that supports the change
	+ information about how the change will impact on a natural environment (this may be identified using the map)
	+ Information about what measures (if any) will be taken to minimise the impact.
* Explain that students are going to prepare a feedback submission that could be provided to the government about the project, based on information in the brochure, map and Frequently asked questions resource. Ask students to think of and list some criteria that they will use in their feedback response. For example, identify one question outlined in the brochure and identify an issue, problem or concern that might be related to this. Include a brief description of the issue, problem or concern, as well as a possible solution. Include a map, photos or a diagram to help convey ideas about the issue, problem or concern, or the solution.
* In their letter, students should:
	+ include an introduction, describing the group they are representing, state their question and briefly describe the issue or problem
	+ refer to their T-chart to write a paragraph description of an advantage and a paragraph description of a disadvantage
	+ summarise their argument in one paragraph, stating their own point of view and providing a supporting statement with evidence (such as the map or Frequently asked questions resource) to support this.
* Students use a word processor or hand-write their letter. Alternatively, students may create a short (<1 minute) video or voice recording that could be used to communicate their letter.

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Students demonstrate geographical skills by interpreting information on a map and summarising background information and data. They demonstrate understanding by describing advantages and disadvantages, as well as issues, concerns or problems associated with the project, and relating these to the viewpoints of a range of people. major road and rail project or related local area project.

### Activity resources

Digital:

* [Geography K-6 teaching and learning framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/HSIE-early-stage-13/geography/programming)
* [Contemporary land use issue](https://schoolsequella.det.nsw.edu.au/file/7b5308a3-0831-4c02-bc13-29a9ef6c55fc/1/Stage%203%20geography%20-%20factors%20that%20shape%20the%20places.docx)
* [Proposed Outer Sydney Orbital](https://schoolsnsw-my.sharepoint.com/personal/jill_andrew_det_nsw_edu_au/Documents/Desktop/delete/proposed%20Outer%20Sydney%20Orbital)
* [Frequently asked questions related to the Outer Sydney Orbital project](https://schoolsnsw-my.sharepoint.com/personal/jill_andrew_det_nsw_edu_au/Documents/Desktop/delete/proposed%20Outer%20Sydney%20Orbital)
* [Brochure about the Outer Sydney Orbital](https://www.transport.nsw.gov.au/corridors/oso)

Non-digital

* Student geography workbook

**Parent/carer advice**: This activity requires students to use a range of information sources including a map, frequently asked questions and information brochure about the Sydney Outer Orbital. Assistance may be required to interpret information on the map and some language used in the resources. Some students may also need assistance in recognising the location of places on the map. Parents can talk to their children about trips and holidays or other every-day activities that may involve transiting through some of these places. Students are required to compose written work as part of these activities in the form of a feedback submission. Parents may need to provide support in drafting, proof-reading and editing.