

Year 5 HASS: Geography

How the environment influences people and how people influence the environment.

Overview of Unit

Geographical Knowledge and Understanding:

- The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)
- The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)
- The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

Inquiry Questions:

- How do people and environments influence one another?
- What impact do humans have on their environment?
- How can we take action to improve our environmental footprint?

Students will

- **examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia**
- **learn about maps and mapping skills**
- **describe the relative location of places at a national scale**
- **investigate how the environment has impacted humans in different parts of the world in particular America, Europe and Australia**
- **investigate how people have adapted to different environments and climates**
- **examine interconnections between people and environments**
- **investigate how people have impacted both positively and negatively to the environment they live in**
- **research how the Aboriginal people impacted the environment, how they adapted to the environment and how they used their knowledge of the environment to assist their people**
- **undertake a local case study to assess the impacts people have on their local area**
- **recognise the link between local and global issues**
- **analyse the results and decide on a course of action to improve their local environment.**
- **organise data in a range of formats using appropriate conventions**
- **interpret data to identify simple patterns, trends, spatial distributions and infer relationships**
- **evaluate evidence about the characteristics of places to draw conclusions about preferred places to live**
- **present findings and conclusions using discipline-specific terms**

Geographical Knowledge and Understanding

- The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)
- The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)
- The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

Inquiry and Skills

Questioning:

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)

Researching:

- Locate and collect relevant information and data from primary sources and secondary sources(ACHASSI095)
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)

Analysing:

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)

Evaluating and Reflecting:

- Evaluate evidence to draw conclusions (ACHASSI101)
- Work in groups to generate responses to issues and challenges (ACHASSI102)
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)

Communicating:

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)

Australian Curriculum General Capabilities & Cross-Curriculum Priorities



Literacy

Composing texts through speaking, writing and creating

- Compose texts
- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others
- Deliver presentations

Comprehending texts through listening, reading and viewing

- Comprehend texts
- Navigate, read and view learning area texts
- Interpret and analyse learning area texts

Text knowledge

- Use knowledge of text structures

Grammar knowledge

- Use knowledge of sentence structures
- Express opinion and point of view

Word Knowledge

- Understand learning area vocabulary
- Use spelling knowledge



ICT Capability

Creating with ICT

- Generate solutions to challenges and learning area tasks



Ethical Understanding

Reasoning in decision making and actions

- Reason and make ethical decisions
- Consider consequences
- Reflect on ethical action



Intercultural understanding

Recognising culture and developing respect

- Explore and compare cultural knowledge, beliefs and practices
- Develop respect for cultural diversity

Interacting and empathising with others

- Consider and develop multiple perspectives

Visual Knowledge

- Understand how visual elements create meaning



Numeracy

Using spatial reasoning

- Interpret maps and diagrams

Interpreting statistical information

- Interpret data displays

Recognising and using patterns and relationships

- Recognise and use patterns and relationships



Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

- Pose questions
- Identify and clarify information and ideas
- Organise and process information

Generating ideas, possibilities and actions

- Consider alternatives
- Seek solutions and put ideas into action

Reflecting on thinking and processes

- Think about thinking (metacognition)
- Reflect on processes
- Transfer knowledge into new contexts

Analysing, synthesising and evaluating reasoning and procedures

- Apply logic and reasoning
- Draw conclusions and design a course of action
- Evaluate procedures and outcomes



Personal and Social Capability

Self-awareness

- Understand themselves as learners
- Develop reflective practice

Self-management

- Develop self-discipline and set goals
- Become confident, resilient and adaptable

Social awareness

- Appreciate diverse perspectives
- Appreciate diverse perspectives
- Contribute to civil society

Social management

- Work collaboratively



Aboriginal and Torres Strait Islander Histories and Cultures

Humanities and Social Sciences

The diverse cultures of Aboriginal and Torres Strait Islander Peoples are explored through their:

- long and continuous strong connections with Country/Place and their economic, cultural, spiritual and aesthetic value of place, including the idea of custodial responsibility. Students examine the influence of Aboriginal and Torres Strait Islander Peoples on the environmental characteristics of Australian places, and the different ways in which places are represented.
- experiences before, during and after European colonisation including the nature of contact with other peoples, and their progress towards recognition and equality. In particular, students investigate the status and rights of Aboriginal and Torres Strait Islander Peoples, past and present, including civic movements for change, the contribution of Aboriginal and Torres Strait Islander Peoples to Australian society, and contemporary issues.
- exploration of how groups express their particular identities, and come to understand how group belonging influences perceptions of others.

The use of primary and secondary sources, including oral histories, gives students opportunities to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal and Torres Strait Islander Peoples

- Students will develop a knowledge, deep understanding and respect for Aboriginal peoples' and Torres Strait Islander peoples' history and culture and build an awareness that their histories are part of a shared history belonging to all Australians.



Sustainability

The Australian Curriculum: Humanities and Social Sciences helps students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students respond to the challenges of sustainability requiring an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The learning area provides content that supports the development of students' world views, particularly in relation to judgements about past social and economic systems, and access to and use of Earth's resources. It gives students opportunities to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. The curriculum prepares students to be informed consumers, to act in enterprising and innovative ways and to perceive business opportunities in changing local, regional and global economic environments. Students explore contemporary issues of sustainability and develop action plans and possible solutions to local, national and global issues which have social, economic and environmental perspectives

Students will:

- Develop actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- Understand sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
- Develop actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Assessment

Formative

Teacher observation of class and book work.
Regular question and answer sessions throughout the lessons.

Oral presentation: Students will prepare a video/presentation to educate others about how we can look after our environment. Students will choose an animal and present to the class.

Summative

- Geographical Knowledge and Understanding test. (C2C)
- Investigation Booklet: Local Case Study
 - ✓ Part A: Pose questions about the 'environmental health' of our local area and creek.
 - ✓ Part B: Analysis
 - Undertake surveys about the health of the school
 - Undertake water quality testing and scientific observation of your local creek to assess it's health.
 - Analyse and interpret data
 - ✓ Part C: Take Action
 - Decide on and undertake actions that best help the student's local waterway and environment
 - ✓ Part D: Reflection

Lesson	Teaching and Learning Sequence	Resources
	<p>Prior to starting the unit:</p> <p>Organise an excursion to your local creek for lesson 13. Organise water quality testing experts to undertake water quality testing with the students at the creek. They will follow Part B of the investigation booklet with you and your students and will need water quality testing equipment to collect the data. See lesson 13 for more details.</p>	<ul style="list-style-type: none"> • Fish Creek resources are available on the www.fishcreek4061.com.au website. Put the link below into your internet browser and browse the documents. www.fishcreek4061.com.au/forteachers/unitresources • C2C resources are available from the C2C library through the Learning Place website. Put the link below into your internet browser and log in using your EQ account to access the C2C documents. https://learningplace.eq.edu.au/cx/resources/file/b06e6131-dda0-4b12-8c0c-163bc3f87517/1/hass.html <p>Click on 'Year 5' then click on 'The influence of people and environments on one another' to access the library of documents.</p>
1 -2	<p>Share overview of the unit. Go over assessment task.</p> <p>Where in the world are we?</p> <p>1) Use atlases to identify different places on each map.</p> <ul style="list-style-type: none"> • Map of the world: <ul style="list-style-type: none"> - Identify and label the Northern Hemisphere, Southern Hemisphere, lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Antarctic circle, Arctic Circle). - Accurately circle and label the 7 Continents: Antarctica, North America, South America, Asia, Africa, Europe, Australia (Oceania) and the 5 oceans: Pacific, Atlantic, Indian, Arctic and Southern (Antarctic). Explain that the Pacific and Atlantic oceans can be split into the North and South of each e.g. North Atlantic Ocean. - Label some countries e.g. United Kingdom, Sweden, Mexico, USA, Japan, India, Egypt, South Africa, Brazil, China, Australia. 	<p>Atlases Google Maps: Ipads or Laptops</p> <ul style="list-style-type: none"> • FC - Map of the world worksheet • C2C - Mapping with BOLTSS slideshow • C2C – Spotlight on Europe worksheet • C2C - Spotlight on North America worksheet • C2C - Relative location to Australia worksheet

	<p>2) Watch 'Mapping with BOLTSS' slideshow to learn about key mapping elements.</p> <p>3) Use atlases to identify different places on Europe and North America maps.</p> <ul style="list-style-type: none"> • Complete the 'Spotlight on Europe' worksheet • Complete the 'Spotlight on North America' worksheet • Complete 'Relative location to Australia': worksheet 	
<p>3</p>	<p>Where in the world are we?</p> <p>1) Use atlases to identify different places on each map.</p> <ul style="list-style-type: none"> • Map of Australia worksheet: <ul style="list-style-type: none"> - Identify and colour in the 6 states and 2 territories: NSW, Victoria, ACT, Tasmania, Queensland, Northern Territory, Western Australia. - Label the bodies of water surrounding Australia. - Find and label the capital cities of each state: Canberra, Brisbane, Sydney, Melbourne, Darwin, Hobart, Perth, Adelaide • Map of Queensland worksheet: Highlight Townsville, Bundaberg, Gold Coast, Cairns, Mt Isa, Stanthorpe, Great Barrier Reef, Torres Strait. • Map of your city worksheet e.g. Brisbane: Choose suburbs e.g. Brisbane: Eagle Farm, Paddington, Ascot, Pinkenba, Brisbane City, Fortitude Valley, Kenmore, Holland Park, Mount Gravatt, Mt Cootha, The Gabba (stadium), Brisbane River. • Map of our local area worksheet: Find your school on Google maps and show students (PC, iPads, Interactive whiteboard - IWB). Zoom out to find and discuss local landmarks. Discuss whether they have human or environmental characteristics. 	<ul style="list-style-type: none"> • FC - Map of Australia worksheet • FC - Map of Queensland worksheet • FC - Map of Brisbane worksheet • Highlighter pens <p>ICT: Use Google maps on Ipads or PC as an alternate than paper.</p> <p>Extra resources:</p> <ul style="list-style-type: none"> • FC - Map of Bardonia worksheet

	<p>2) Discuss: Why are maps important, what level of maps did we see over the past 2 lessons (small scale maps with minimal detail e.g. World map and large scale maps with a lot of detail e.g. Map of local area. Reiterate key features of a map: BOLTSS.</p>	
<p>4</p>	<p>How the environment influences people and how people adapt to their environment (Geography).</p> <p>Discuss how humans have changed their buildings, infrastructure to combat the environment we live in.</p> <p>What types of landforms are there?</p> <ul style="list-style-type: none"> - Watch 'Landforms' slideshow and discuss. - Cut up the table in 'Exploring Landforms' supporting learning resource, so students have to match the landform with the defining feature (keep the 'Example' with the 'Defining Features'). - Get students into groups of 3 and give them this activity to complete. <p>How have landforms influenced humans?</p> <ul style="list-style-type: none"> - Watch 'How do climate and landforms influence the human characteristics of places?: Spain and Finland' slideshow and get students to take notes. <p>Get the students into pairs and ask them, "How have people in Australia adapted to living near rivers?" Ask the students to brainstorm and record their ideas on a sheet of paper. Share answers with the class.</p>	<ul style="list-style-type: none"> • C2C - Landforms slideshow • C2C – How do climate and landforms influence the human characteristics of places?: Spain and Finland slideshow • C2C - Exploring Landforms supporting learning resource • Scissors
<p>5</p>	<p>How the environment influences people and how people adapt to their environment (Climate).</p> <p>What is climate?</p> <ul style="list-style-type: none"> - Watch the 'Climate' slideshow and discuss. - Put the 'World Climate Zone' slideshow on to the IWB and ask the students to label their World Map (lesson 1) with each zone. <p>Discuss what kind of climate certain places in the world might have and compare it to our climate in Australia e.g. Mexico, Sweden, Russia, South Africa, Egypt etc.</p>	<ul style="list-style-type: none"> • C2C - 'Climate' slideshow • FC - 'World Climate Zone' slideshow • C2C - 'How does climate influence human characteristics of places' slideshow

	<p>How has the climate influenced people's way of life?</p> <ul style="list-style-type: none"> - Watch 'How does climate influence human characteristics of places' slideshow <p>Get the students into pairs and ask them, "How have people in Brisbane adapted to living with high rainfall and flooding?" Ask the students to brainstorm and record their ideas on a sheet of paper. Share answers with the class.</p>	
6	<p>How the environment influences people and how people adapt to their environment (Climate + Landforms).</p> <p>How have we adapted to the climate/landforms? Get students into groups of twos or threes and give each group 2 'Photo cards'. Students complete the 'Photo card answer sheet' and then share answers with the class.</p> <p>Watch 'Impact of extreme climate on people' slideshow. Discuss.</p> <p>Look at a Queenslander (sheet) and annotate how people have altered/designed a house to suit the tropical environment.</p> <p>Using the TEEL paragraph method, get students to answer this question. "How have people in Australia adapted to living with high temperatures?" Share answers with the class.</p>	<ul style="list-style-type: none"> • FC - Laminated Photo cards • FC - Photo card answer sheet • FC - Queenslander sheet • FC - 'Impact of extreme climate on people' slideshow
7	<p>Representing and Interpreting Climate Data.</p> <p>Watch 'Climate and representing data' slideshow. Discuss.</p> <p>Get students to complete 'Interpreting climate data' worksheet. Discuss and mark as a class.</p> <p>Watch the 'Population distribution' slideshow and discuss clustered pattern, dispersed (uniform and random) and linear pattern.</p> <p>Give students an atlas and ask them to find the map representing the population density of Australia (or use 'Population density map' worksheet). Get students to answer the following questions:</p>	<ul style="list-style-type: none"> • C2C – Climate and representing data slideshow • C2C – Interpreting climate data worksheet • Atlases – class set • FC - Population distribution slideshow • FC - Population density map worksheet <p>Extra Resources</p> <ul style="list-style-type: none"> • C2C - Glossary of terms • C2C – Climate supporting learning resource

	<ul style="list-style-type: none"> - How is the population in Australia distributed (linear, clustered, dispersed)? - Where do the most number of people tend to be situated? - Why are there large areas of Australia not inhabited? - What are the benefits of people being in the same area? 	
8	<p>Assessment – Geographical Knowledge and Understanding Test</p> <p><i>A suggested adjustment to the C2C assessment task is to get students to compare Sweden and Queensland, choosing which one they prefer (Part C). Provide the answers for Sweden (see Modelled Response) but get students to fill Queensland in themselves before writing their persuasive paragraph.</i></p>	<p>Assessment tasks: C2C – HASS_Y05_U1_AT_PeopleAndEnviron C2C – HASS_Y05_U1_AT_ModelResponse C2C - HASS_Y05_U1_AT_SH_Sources C2C - HASS_Y05_U1_AT_TN_PeopleEnviron</p>
9 - 10	<p>How people have impacted the environment. Changes to the environmental characteristics.</p> <p>As humans have settled in areas, what infrastructure have we put in place and what impact have we had? e.g. built bridges, hospitals, roads, schools, buildings... What impact has this had on the environment?</p> <p>Get students to go to their map of their local area and discuss what infrastructure has been put in place in our local area and what impact that has had e.g. reduced green space, increased roading and impervious surfaces, the need for stormwater drains, increased population therefore sewage systems, transport systems, telecommunication systems to be put in place, increased pollution. Think, pair, share.</p> <p>Explain what stormwater drains are and how they allow pollution directly into our creeks.</p> <p>Local impacts: Play the 'Positive and negative impacts' game and complete the worksheet attached.</p> <p>Global impacts: What impacts are people having on a global scale? Ask students and discuss.</p> <p>Watch 'Human impact on the environment' Powerpoint. Discuss.</p>	<ul style="list-style-type: none"> • FC - Positive and negative impacts game + worksheets. • Red and green counters. • FC - Human impact on the environment slideshow. • FC - Map of Bardonia worksheet (Local area) <p>IWB – Google maps, map sites</p>

	<p>Discuss with class: This is happening on a global scale. What can we do on a local scale? Does it matter what we do locally? Does it even have an impact? (Yes – what we do locally impacts significantly to the global environment.)</p> <p>Explain that the next series of lessons will look at how we can reduce the negative impact we are having on a local level, so we can help on a global level. In particular, we are going to look at how we can reduce the negative impact to our waterways. Local = your suburb e.g. Bardon and Global = your bay or ocean e.g. Moreton Bay.</p> <p>Refer to their local suburb map and remind the students where their creek goes to? Follow map on IWB to see where the creek ends up.</p> <p>Watch the links below, take notes and discuss how we can change our behaviour.</p> <p>Environmental impact: (Main area of learning is from pg 13 onwards) http://www.oceancrusaders.org/lessons/1st%20Lesson%20-%20Overview.pdf</p> <p>Gyres: http://www.oceancrusaders.org/lessons/2nd%20Lesson%20-%20Gyres.pdf</p>	
11	<p>Waterway pollution. What is it and how does it get there?</p> <p>We looked at the <u>global</u> problems last time, now get the students to look at possible <u>local</u> solutions by completing the ‘Local solutions to global problems’ worksheet. Discuss and share the answers with the class. Students can glue this in to their work books and think up a solution of their own.</p> <p>Focussing on pollution in the waterways: Discuss: Ask the students to think/pair/share, ‘What kind of pollution/problems might you find in the creek?’ e.g.</p> <ul style="list-style-type: none"> - Sediment from erosion - Lack of plants/trees 	<ul style="list-style-type: none"> • FC - Local solutions to global problems worksheet. • FC - Impact on a creek – pollutants and people’ activity with resources: http://54a.4d5.myftpupload.com/wp-content/uploads/2015/08/Impact-on-a-Creek-Pollutants-and-People.pdf • Clear plastic container approximately 40cm x 30 cm x 30cm (big enough for all the students to see while it is sitting on the table) • Water • Small containers x 16 • Pollutants (in order): leaves and parts of plants, bark (rotting tree), plant debris (leaves and twigs), soil, cotton wool (sheep’s wool), mud (cow

	<ul style="list-style-type: none"> - Farm animals in the waterways - Rubbish dump leachate - People dumping rubbish - Fertiliser/pesticide run off - Rubbish blown into the creek - Stormwater pollution e.g. petrol, detergents (washing cars), oil <p>Where will these pollutants go? What will it impact?</p> <p>Discuss the concept that water flows from the mountain to the sea.</p> <p>Complete the 'Impact on a creek – pollutants and people' activity (Very effective!) http://54a.4d5.myftpupload.com/wp-content/uploads/2015/08/Impact-on-a-Creek-Pollutants-and-People.pdf</p> <p>or</p> <p>Complete the 'Restoring Fish Creek' worksheets. http://54a.4d5.myftpupload.com/wp-content/uploads/2015/08/Restoring-Fish-Creek.pdf</p> <p>Reflection: Get students to record 2 things that they would do differently now to reduce the impact on the environment. What changes are they going to do at home? What changes are they going to do at school?</p> <p>(Visit: www.fishcreek4061.com.au 'For teachers' page if the links above don't work.)</p>	<p>and sheep poo), green food colouring (fertiliser), blue food colouring (pesticides), yellow food colouring (herbicides), paper (cut up small pieces paper), plastic bags (cut up small pieces of plastic bags), toilet paper (toilet paper and waste), soy sauce (petrol), detergent, cooking oil (oil) and paint •</p> <p>Worksheet A: The life of a Creek.</p> <ul style="list-style-type: none"> • FC - 'Restoring Fish Creek' worksheets: http://54a.4d5.myftpupload.com/wp-content/uploads/2015/08/Restoring-Fish-Creek.pdf
<p>12</p>	<p>Assessment inquiry booklet</p> <p>Part A: Pose questions for investigation.</p> <p>Explain to the students that we are going to run our own investigation to see how we can change our impact on the environment to be more positive. Reminding them that if we act locally, we impact globally.</p> <p>Complete booklet Part A. We want to assess the impact humans have had on our local waterway.</p>	<p>Assessment:</p> <p>FC – Assessment - Investigation Booklet: Part A: Posing the questions (Clearfile with each page in a separate sleeve so they can be taken in and out easily).</p> <p>FC – Assessment Take Action Task Sheet FC – Assessment GTMJ Investigation Booklet</p>

<p>13</p>	<p>Part B: Water Quality testing – Urban Utilities, BCC or SOWN</p> <p>Field testing at your local waterway to test the health of your local creek.</p> <p>Organise scientific experts to meet students at their local creek and go through Part B of the booklet (Observational and Chemical analysis of creek). The experts will need water quality equipment to test the creek.</p> <p>Suggested experts: Urban Utilities, local environment groups with water quality equipment e.g SOWN, catchment groups. See Fishcreek4061 website for more contacts: http://fishcreek4061.com.au/water-quality/testing-resources/</p> <p>Note: If you are unable to get experts to collect the chemical data, still go down to the creek to analyse the observed data but contact 'Healthy Land and Water' to gain water quality data from the closest creek. info@hlw.org.au</p>	<ul style="list-style-type: none"> • FC - Investigation Booklet: Part B: Scientific Testing <p>Clipboards + pencils</p>
<p>14</p>	<p>Part B: Water Quality analysis – use for resources.</p> <p>Page 6: Get students to use page 1 of the 'Guidelines for water quality testing' worksheets to analyse the results of their water quality testing. Tick where the results are on the range.</p> <p>Record the results on the 'Results Analysis Table' – page 6 of the 'Investigation Booklet'.</p> <p>Page 7: Look at the results that are above or below normal levels from the table on page 6. Use page 2 (Analysing the results) of 'Guidelines for water quality testing' to see the impacts of the pollution and then what possible actions we can do to make it better. Complete the table for those pollutants only which are above or below the normal range.</p> <p>Note: If the results all come back in the 'normal' band, please remind the students that they may only be normal for the day of testing. Results can fluctuate on a daily basis. Also, we can always improve what we do and therefore we can still find 'actions' that we can do to improve the environment even more!</p>	<ul style="list-style-type: none"> • FC - Investigation Booklet: Part B: Analysis of results • FC - Guidelines for water quality testing worksheets

	<p>Explain oral presentation: (Optional) Due Week 8,9,10. (Can be completed at home – at the teacher’s discretion).</p> <p>Students will prepare a video/presentation to educate others about how we can look after our environment. Students will choose an ocean animal that lives in the students’ local waters and present to the class. <i>Research an animal that lives in your ocean. Include: 1) A description of the animal, 2) a description of it’s habitat 3) threats to it’s survival 4) what conservationists are doing to help the species.</i></p> <p>Show students these links to show what they could do for their presentation. http://www.oceancrusaders.org/lessons/5th%20Lesson%20Turtles.pdf</p> <p>This was done by Year 6 students at Hilder Road State School in 2016. https://www.youtube.com/watch?v=K5c1Q7YwC2k&feature=youtu.be</p>	
<p>15 - 17</p>	<p>Part C: Take Action + Part D: Reflection</p> <p>Having analysed the results of their creek and see what it needs, get the students to work in pairs to decide on one local solution that will reduce the negative impact on a local and therefore global scale. Plan, create and undertake the solution.</p> <p>Use the ‘Take Action’ worksheet to give students ideas on what they could do.</p> <p>It is important that these solutions are actioned, so extra time may be needed for students to present their ‘action’ to educate other classes.</p> <p>Parents may be able to help action some of the projects with the skills they have. Your local council or catchment groups may also be able to help action the projects.</p> <p>N.B. Be flexible, if the results focussed on planting and you do not have time or the ability to do this, then the students can focus on educating others, rubbish collection in their school etc. Remind them that our action starts right where we work and live so doing environmental projects in their school is a great place to start.</p>	<ul style="list-style-type: none"> • FC - Investigation Booklet: Part C: Propose a course of action, plan what you need to do and ‘take action’. • FC - ‘Take Action’ worksheet

TBC	Oral presentations on marine animal presented to class.	IWB, green room, Ipads, art materials, assembly opportunities or opportunities to share to junior classes.
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DIFFERENTIATION RECORD: Geography

STUDENT NAMES	CONTENT – WHAT	PROCESS - HOW	PRODUCT – Assessment and Feedback	ENVIRONMENT – WHERE/FEEL
SIGNIFICANT EXTENSION REQUIRED	Conduct more extensive research into conservation of the environment	Allow extra time on computers to conduct research. Challenge with higher expectations of quality of work (depth of research, richness of arguments).	Meet with students to negotiate extension work.	Work independently to complete tasks. Provide some opportunity to choose extension work.
SOME EXTENSION REQUIRED	Conduct more extensive research into conservation of the environment	Allow extra time on computers to conduct research. Challenge with higher expectations of quality of work (depth of research, richness of arguments).	Meet with students to negotiate extension work.	Work independently to complete tasks.
ACHIEVING YEAR LEVEL				
SUPPORT NEEDED	Provide more research materials directly to students, in a format that they can easily digest.	Provide more structure, guidance and direct teaching of the content and when working through the assessment booklet. Allow some group work to generate ideas and compare results.	Provide multiple opportunities for students to demonstrate what they know and can do. Extra time to complete writing tasks.	Structured environment conducive to explicit teaching. Sit close to front of class for more regular and explicit monitoring of understanding and progress.
SIGNIFICANT SUPPORT NEEDED	As per PLP.			