



# WAGIN DISTRICT HIGH SCHOOL

## SEMESTER 2 OUTLINE

### Year 8 Humanities and Social Sciences 2020

#### COURSE OUTLINE

The geography content at this year level involves two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. We will focus on both strands whilst completing a unit of work on **Landforms and Landscapes**. Key inquiry questions will include:

1. How do environmental and human processes affect the characteristics of places and environments?
2. How do the interconnections between places, people and environments affect the lives of people?
3. What are the consequences of changes to environments and how can these changes be managed?

The economics content at this year level involves two strands: **Economics and Business Knowledge and Understanding** and **Economic Skills**. Key inquiry question will include:

1. Why is there a relationship between consumers and producers in the market?
2. Why do consumers and businesses have both rights and responsibilities?
3. What may affect the ways people work now and in the future?

#### ACHIEVEMENT STANDARD

By the end of year 8, students explain geographical processes that influence the characteristics of place and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate geographic forms, including maps at different scales. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusion. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

Students will also gain a fundamental understanding of the economy and their role as a consumer. They will understand that economic systems (past and present) help to determine what good and services will be produced, how much, how and for whom, in attempting to satisfy people's needs and wants with limited resources. Students will understand the role played by the forces of supply and demand and by governments in the operation of economic systems. They will plan economic investigations by reflecting on their direct experiences or prior knowledge and by posing questions or formulating hypotheses. They clarify the purpose of their investigation to determine what is relevant and important. They design suitable methods for organising and gathering information from a variety of sources, including field work and research involving primary and secondary data. Students use the economic definitions they have learnt to help them communicate their findings.

**TERM 3**
**LANDFORMS AND LANDSCAPES**

<b>Week</b>	<b>Focus</b>	<b>Links to Curriculum</b>	<b>Assessment</b>
1	<p><b>Discuss the concepts for geographical understanding:</b> place, space, sustainability, scale, environment, change and interconnection.</p> <p><b>Revision of locating places on a maps</b> – grid referencing, latitude and longitude.</p> <p><b>Focus on interpreting and creating simple maps,</b> such as: physical and political maps, dot distribution maps, choropleth and overlay maps, flow maps. <b>Look at the essential features of maps, following the BOLTSS mnemonic.</b></p>	<p><i>Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058)</i></p>	<p><b>Skill drill:</b> <b>Climatic Graphs</b></p>
2	<p>Focus on interpreting and creating graphic representations such as line, bar, column and pie graphs, and climatic graphs. <b>Establish skills in using line scale to measure distance and creating cross sections.</b></p> <p><b>Examine the mountains of Antarctica – interpret a cross section.</b></p>	<p><i>Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams (ACHGS057)</i></p>	<p><b>Skill Drill:</b> <b>Cross Sections</b></p>
3	<p><b>Definitions of landscapes and landforms. Think about the place in which you live.</b> Can you identify the different landscapes and landforms that you see every day?</p> <p><b>How are landforms and landscapes valued by people?</b> We'll take a look at mountain, coastal, riverine, desert, karst, tropical rainforest and built landscapes.</p> <p>Skill Drill - creating and describing complex overlay maps</p>	<p><i>The different types of landscapes and their distinctive landform features(ACHGK048)</i></p>	<p><b>Skill Drill:</b> <b>Complex Overlay Maps</b></p>
4	<p><b>Valuing landforms and landscapes.</b> The ways in which people value landforms and landscapes can be divided into four categories: cultural, aesthetic, spiritual and economic</p> <p>Examine Uluru: an iconic Australian landform. Research assignment will be given on one famous landmark in Australia. How is it valued by people?</p> <p>Choose one landform to conduct an Inquiry into.</p>	<p><i>The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</i></p>	<p><b>Geographical Inquiry – research report due.</b></p>
5/6	<p><b>Mountain landscapes – what forces shape mountain landscapes?</b> Discuss links between people and natural landscape, examine legends of some mountains were formed. <i>How are mountain landscapes used and managed?</i> Discuss the impact of farming and living on mountains. How can we protect our mountains?</p> <p><i>Are mountain landscapes hazardous places?</i></p> <p>Examine volcanoes and the Ring of Fire.</p> <p>Case Study: Avalanches</p>	<p><i>The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)</i></p> <p><i>The human causes and effects of landscape degradation (ACHGK051)</i></p> <p><i>The ways of protecting significant landscapes (ACHGK052)</i></p> <p><i>How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards. (ACHGK053)</i></p>	<p><b>Mountain Report-informational text</b></p>

7	<p><b>Plan and Implement a geographical inquiry-</b> students will create an inquiry question, then collect, record and evaluate data and present their finding in a report. They will use this week to conduct research, create surveys and begin creating their research report. It is expected that some work be completed at home. Students will also create an annotated visual display.</p>	<p><i>Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)</i></p> <p><i>Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)</i></p>	<p><b>Newspaper report on a famous geological disaster</b></p>
8	<p><b>Coastal Landscapes – What forces shape coastal landscapes?</b> The power of waves and wind. <i>How are coastal landscapes used and managed?</i> – look at the impact of gas exploration and fishing on coastal landscapes. <i>Are coastal landscapes hazardous places?</i> Examine rips and tsunamis. Learn how to create a field sketch.</p>	<p><i>The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)</i></p> <p><i>The human causes and effects of landscape degradation (ACHGK051)</i></p>	<p><b>End of Unit Test</b></p>
9	<p><b>Life in Different Cities</b> Why do people live in cities? What is Urbanisation? Why are we having an Urban Explosion? How are cities organised? The Rise of the Asian Megacity. <b>How can we plan for Australia's urban future?</b></p> <p><b>Case Study: Sydney – our biggest city</b> <b>Case Study: The growth of Las Vegas?</b></p>	<p><i>Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts</i></p>	
10 (Country week for some students)	<p><b>Preparing for field work in geography</b>, using the following stages as guides:</p> <ul style="list-style-type: none"> <li>- Observing, questioning and planning</li> <li>- Collecting, recording, evaluating</li> <li>- Interpreting, analysing and concluding</li> </ul> <p>Communicating, reflecting and responding. <b>Create a field sketch</b></p>	<p><i>Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts</i></p> <p><i>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS061)</i></p>	<p><b>(TBC)</b> <b>Field work assessment:</b> <b>Field sketch and brief report.</b></p>

**TERM 4**
**CONSUMER IN THE ECONOMY**

Wk	Focus	Links to Curriculum	Assessments
1	<b>Survival: Needs and Wants.</b> Students brainstorm being on a deserted island. What items would they bring with them? Discuss how needs change from birth, teenage years and as an adult. What are the characteristics of 'needs' and 'wants'? <b>Consumer in the Economy:</b> definitions of Consumer and Capital goods, Services, the Economy and Economics. Students to play a 'bartering' game. <b>Skill Drill: Canberra, A planned City</b> <b>Skill Drill: Pie Charts</b>	<i>The ways consumers and producers respond to and influence each other in the market (ACHEK017)</i>	<b>Skill Drill:</b> <b>Satellite Images</b>
2	<b>The Economic Problem:</b> resources are limited, however, wants are unlimited. How do we determine what to spend our money on? Students begin to play an interactive game called 'The Real Game'.	<i>The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028)</i>	<b>Skill Drill:</b> <b>Creating and Interpreting Pie Charts</b>
3	<b>Reality Check!</b> After going on a spending spree, students will be given an occupation and their first pay check. Can they afford everything they wanted? Student's will be required to create a budget and make important choices about their 'needs' and 'wants'	<i>The ways consumers and producers respond to and influence each other in the market (ACHEK017)</i>	<b>The Real Game</b> <b>Work package</b>
4	<b>Who makes our goods and services?</b> Students will identify the types of businesses in Australia and the goods and services they produce. Discussion of natural, labour and human-made resources	<i>Why individuals work, types of work and how people derive an income (ACHEK020)</i>  <i>The rights and responsibilities of consumers and businesses in Australia (ACHEK027)</i>	
5/6	<b>Factors of Production:</b> Students will examine the four factors of production: land, labour, capital and enterprise. Students will begin work on a report outlining the factors of production involved in creating a new product and how it will be marketed. They will take place in a 'product testing' exercise.	<i>Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)</i>  <i>Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021)</i>	<b>Assessment</b> <b>Factors of Production</b> <b>involved in developing a new product</b>
7	<b>Why and what to produce?</b> How does the government and private businesses determine what to produce? <b>Income.</b> Students will examine why incomes differ <b>Taxation:</b> Who needs to pay tax? Where does our tax money go?	<i>Influences on the ways people work and factors that might affect work in the future (ACHEK031)</i>  <i>How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare) (ACHEK027)</i>	<b>Unit Test</b>
8	<b>Henry Ford and the Assembly line</b> How did Henry Ford create cars that were affordable to the everyday public? What happens when mass production occurs? Students will participate in a game of creating a product using specialisation, and then assembly line methods.	<i>Influences on the ways people work and factors that might affect work in the future (ACHEK031)</i>	
9/10	<b>The big wide world.</b> Australian imports and exports. Examine the 'Buy Australian' campaign. Choose one major export of Australia's and create an inquiry outlining what it is, how it is created, which countries buy it and whether it is a sustainable form of income for Australia.	<i>Gather relevant data and information from a range of digital, online and print sources (ACHES022)</i>  <i>Present evidence-based conclusions using economics</i>	

	<b>The rights and responsibilities of consumers and businesses in Australia</b>	<i>language and concepts in a range of appropriate formats. (ACHES026)</i>	<b>Research Report – Australian exports.</b>
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**Please note that dates are a guide only and may change to suit teacher/student needs.**