

‘Connected Geography’

The following is an example of a programme which has been developed taking into account the needs and interests of students in a particular community. The school is a large co-educational urban high school with a range of different ethnicities represented in the school population. The students are interested in the world around them and particularly in global issues, they have views about what they think should happen. Our challenge is to develop a course which will engage them, develop key concepts they can apply to different contexts and to teach them to think critically.

The key concepts to be developed throughout the course come from the geography level 8 achievement objectives (NZC). The concepts are environments, processes, interactions and perspectives, the introductory part of the course introduces these concepts to students and the rest of the course aims to develop their understanding through applying the concepts in different contexts. They are specifically identified and highlighted throughout the programme. Additional concepts are also identified throughout the programme; these should be explicit in the teaching and learning.

The overall theme of the course is ‘Connections’ this is developed in global and local contexts which may be familiar and increasingly unfamiliar to students. Connections could be made in environments and also through geography’s connection to important things happening in the world. The course begins at a global scale and then narrows down to a local focus, but could be reversed.

Elements of the curriculum are incorporated throughout the programme. The Principles of the NZC have been identified through the programme where they can be developed, we are well placed in Geography to have a particular future focus (this is one of the competencies which has been identified by ERO as not evident in the school curriculum and not evident in the classroom curriculum). Some key competencies and values have been specifically identified where the learning supports development of these both being modelled in the learning and through activities which allow the students to develop the competencies as a learner. Not all key competencies and values may be focussed on through the year, the competencies and values may vary depending on the class. If the students need further development in particular areas then this would become the focus. We need to plan for inclusion of these elements in our programme and have students reflect on their development in these areas.

Effective pedagogy has also been incorporated throughout the programme through reference to ‘Effective Pedagogy in Social Sciences/Tikanga ā Iwi’ the Best Evidence Synthesis (BES). There is a large amount of overlap between this and the Effective Teaching Profile (from Te Kotahitanga) which outlines particular approaches that work to realise Māori student potential.

Assessment has been chosen which fits with the themes, concepts and contexts explored in the programme. Formative assessment is used to check students understanding of concepts and ability to apply those concepts to contexts, feedback/feed forward is used as an important element in improving achievement. Examples of activities that can be used to assess conceptual understandings that are identified and explained in the programme come from ‘Approaches to Building Conceptual Understandings’ available online. Summative assessments have elements of student choice involved and would be incorporated into the teaching and learning programme for each unit of work.

This programme of work should be dynamic, flexible and critically reviewed over time. The best way to do this is by using a ‘teaching as inquiry’ framework, identifying the students’ needs at the beginning of the year (using data), putting into place strategies/approaches to increase achievement and then to reflect on whether this has occurred.

Level Eight Programme Plan 2013

Social Sciences Conceptual Strand: Place and Environment – students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.

Achievement Objectives

Students will gain knowledge, skills and experience to:

- Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.
- Understand how people’s diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

Conceptual Understandings	Concepts	Contexts	New Zealand Curriculum Detail/ Effective Pedagogy	Assessment Opportunities
Connected Geography				
Understand how the world can be connected in a number of different ways at different scales.	Environments - introduce the idea of cultural and natural environments, explore examples of each Processes - develop the idea of how a sequence of actions can shape cultural environments. Interactions - develop the idea of people and their connections with cultural environments. Perspectives - different ideas are spread through the world as a result of globalisation.	How is the world connected? <ul style="list-style-type: none"> • Describe how geography relates to and helps us interpret important events/issues that happen to be in the news • Explore the complex cultural environment of the world today - highlight the concept of environment through using a current example eg. London Olympics • Identify how students are connected to environments through social media (for example, Facebook and twitter) - develop the concept of interactions • Explore connections such as language, technology, music, culture and explain how these connections are made - develop the concept of processes • Describe how the spread of ideas has shaped our cultural environment - develop the concept of perspectives • Construct concept maps which show how these ideas are connected. 	BES Connection - making students’ lives a point of comparison to support access to new learning. BES Alignment - identifying prior knowledge to help set the direction for learning. Key competency - Relating to others - students identify how they relate to others through social media Principle: Learning to learn - students reflect on their own and others concept maps, identifying areas to develop.	Formative assessment opportunity - concept map which identifies the main concepts to be developed - can assess students’ level of understanding by seeing how they relate ideas together.
Global Connections - The Geography of the World				
Understand how interacting processes: <ul style="list-style-type: none"> • Shape cultural environments. • Occur at different rates and scales. • Create spatial variations Understand how people’s	Cultural environments - how processes have shaped these environment and led to the development of particular characteristics. Processes - development of conflicts, gun running etc. Change - as a result of	The geography of controversial connections <ul style="list-style-type: none"> • Explore examples of current conflicts, gun running, drug smuggling and/or human trafficking. • Identify processes, values and perceptions that have led to these activities. • Explain how they have shaped the cultural environment, for example, education, access to health care, economies, infrastructure development. • Describe why they occur at different rates and scales and explain how this creates spatial variations. 	BES Interest - maximise student interest and allowing students to make their own learning choices in the context of the assessment can motivate them to engage. Key competency - Thinking - students are making sense of information and ideas that are presented to them.	Formative assessment opportunity - look for more progression in conceptual understandings by seeing if students are able to make connections between multiple relevant concepts, and interpret concepts in different ways.

AS 3.4 Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills. 4

<p>diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.</p>	<p>these activities Spatial variations - as a result of these activities</p> <p>Processes - development of globalisation Globalisation - the spread of business around the world. Interconnectedness - different parts of the world connected by business.</p>	<ul style="list-style-type: none"> Explore the ways in which people (individuals/communities/nations) and the environment (natural and cultural) are impacted by these activities. <p>The geography of global connections</p> <ul style="list-style-type: none"> Explain how globalisation of business (MNCs) has taken place. Identify and explain where and how globalisation operates at different rates and scales. Identify regions of the world that have been impacted by globalisation of business in different ways – could focus on China as an example of a geographic environment Analyse how different communities have been impacted socially, culturally, environmentally. Explore the idea of glocalisation - where a global product is adapted to meet local demands eg. McDonalds new lamb burger. Explain how the world is interconnected/interdependent through globalisation. Consider whether globalisation is sustainable <p>Case studies could include a focus on one or more multi nationals eg. Fonterra, Airways NZ (NZ companies gone global), and companies such as Apple, Nike, Starbucks (global companies present in NZ)</p>	<p>Principle - Future focus - globalisation - explore issues associated with globalisation and sustainability.</p> <p>BES Connection - make connections to student’s lives, encourage them to use their own experiences as a point of comparison.</p> <p>Key competency - Thinking critically about the sustainability of globalisation.</p>	<p>AS 3.7 Analyse aspects of a geographic topic at a global scale. 3 Credits (Internal) - Students could choose their own global study within this wider context of controversial activities</p> <p>AS 3.2 Demonstrate understanding of how a cultural process shapes geographic environment(s). 4 Credits (External)</p>
---	--	--	--	---

Local Connections - The Geography of my world

<p>Understand how interacting processes:</p> <ul style="list-style-type: none"> Shape the Canterbury coastline. Occur at different rates and scales. Create spatial variations 	<p>Natural environments - different elements and features that make up the Canterbury coastline Processes - working along the Canterbury coastline Interactions - how do the different processes operating in this environment interact with each other. Kaitiakitanga - how are people caring for this environment</p>	<p>The geography of my natural environment</p> <ul style="list-style-type: none"> Describe the processes at work in the environment of the Canterbury coastline. Explain how do operate at different rates and scales to create spatial and/or temporal variations along the Canterbury Coastline. Explain how the different processes interact in this environment. Examine the results from this interaction of processes. Consider what may impact on the operation of these processes in relation to human activities 	<p>BES Connection - choosing contexts relevant to students in our local environment, make student’s lives a point of comparison which supports access to new learning.</p> <p>Principle - Cultural diversity - consider how different groups of people may use a particular environment</p> <p>Principle - Treaty of Waitangi - protecting the right of Māori to use particular resources.</p> <p>Value - ecological sustainability - how are different groups caring for the environment.</p> <p>Key competency - Managing self - research assessment is split into parts requiring different deadlines and working together to collect information</p>	<p>Formative assessment opportunity - structured overview task, it is arranged to show hierarchy and relationships from the topic in a visual way, used to assess how students understand different parts of the topic are linked together.</p> <p>AS 3.5 Conduct geographic research with consultation. 5 Credits (Internal)</p>
---	---	---	--	---

<p>Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make in relation to the future of Christchurch.</p>	<p>Environment - examine how political processes can shape a cultural environment. Interactions - between different groups of people and different uses of the new central city. Perspectives - of different groups in relation to the new plans. Sustainability - is the new central city plan catering for different aspects of sustainability</p>	<p>The geography of my city</p> <ul style="list-style-type: none"> Examine the new Central City Recovery Plan and identify the different environmental, social/cultural and economic aspects of it. Discuss different viewpoints related to the plan and people's values and perceptions which lead to this viewpoint. Examine the sustainability features of the plan - does it promote sustainability? Social, economic and environmental? Gather information from within students' own communities in response to the plan. 	<p>BES Community - Promote dialogue - with students, between students, with the community</p> <p>Principles - Future focus - sustainability/Value-ecological sustainability - how does the CCCRP promote values of sustainability, what may be the long term impacts of the plan on the environment?</p> <p>Key Competency - Participating and contributing - students may be involved in giving submissions based on the plan</p>	<p>Formative assessment opportunity - concept debate where students use their understanding of concepts such as sustainability to make decisions.</p> <p>AS 3.6 Analyse aspects of a contemporary geographic issue. 3 Credits (Internal) - examine the redevelopment of Christchurch as an issue - for the assessment students could choose their own issue within this larger context eg. The stadium, sports facility, frame etc.</p>
	<p>Processes - identify different processes that are involved in planning for an event</p> <p>Perspectives - of different groups in relation to the event</p>	<p>Using our local environment: The Concert http://www.theconcert.co.nz/</p> <ul style="list-style-type: none"> Describe the lead up to the event Investigate how the event has been planned, identify who may be involved in the planning eg. CCC, Ecan, UCSA, SVA, Ngai Tahu, sponsors, organisers, participants Explain the social, economic and environmental impacts of the event Examine the sustainability of the event. 	<p>Principles - Treaty of Waitangi - consider the principle of partnership, consultation with local iwi</p> <p>BES Connection - choosing contexts relevant to students in our community, make student's lives a point of comparison which supports access to new learning (some may have attended this event).</p> <p>Key competency - Managing self - identify how attendees managed themselves to complete community service required to gain a ticket to the event.</p>	<p>Formative assessment opportunity - applying concepts in different ways eg. Process in a cultural environment as well as a natural environment.</p> <p>AS 3.3 Analyse a significant contemporary event from a geographic perspective. 3 Credits (Internal)</p>

Total credits: 22