

**Level 6 Geography Programme – 2011**

*This is an example of a programme which has been developed by identifying the needs and interests of the students at a rural co-educational high school.*

*This should be seen as a dynamic programme. It needs to be reflected on at various stages through the year. The focus is on using a teaching as inquiry approach to programme planning.*

*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	Concepts	Contexts	New Zealand Curriculum Detail	Assessments
Understand how people interact with natural and cultural environments and that this interaction has consequences.	Interaction Patterns Perception  <i>Make this relevant – Geography helps to explain the world around us</i>	<b>Geography in the News</b> <ul style="list-style-type: none"> <li>• What is Geography?</li> <li>• Examples of geography in current events and media</li> <li>• Current/future global geographic issues eg. geography of conflict</li> </ul>	KC – Thinking critically  <i>The Key Competencies, values etc identified are an early indication – these should be considered depending on the students in the class – what aspects do they need developing? More detailed unit plans incorporate how these would be developed.</i>	AS1.7 Describe aspects of a geographic topic at a global scale.
<b>Change and Challenge in the Natural Environment</b>				
Understand that <b>natural</b> environments have particular characteristics and are shaped by processes that create spatial patterns.  Understand how people interact with <b>natural</b> environments and that this interaction has consequences.	Environments Processes Spatial Patterns	<b>Global – Hazardous Environments</b> <ul style="list-style-type: none"> <li>• What makes the world hazardous?</li> <li>• How do natural and cultural events affect the environment?</li> <li>• Earthquakes as an example of extreme natural events</li> <li>• Case studies: Comparisons between Haiti and Christchurch</li> </ul>	KC – Thinking  KC – Using language, symbols and texts	AS1.1 Demonstrate geographic understanding of environments that have been shaped by extreme natural events
	Environment Interaction Sustainability Kaitiakitanga	<b>Regional – Environments in Danger!</b> <ul style="list-style-type: none"> <li>• Cold environments – characteristics</li> <li>• Case studies: oil extraction in Alaska, tourism in Antarctica</li> <li>• Warm environments – characteristics</li> <li>• Case studies: deforestation in rainforests, tourism and mining in national parks</li> <li>• How are environments managed sustainably?</li> </ul>	Principles - Future Focus – Sustainability  Principles – Cultural Diversity  Values – Ecological sustainability  KC – Managing self  KC – Participating and contributing	<i>Fieldtrip – West Coast to conduct research in Arthurs Pass and Stockton Mine</i>  AS 1.5 Conduct geographic research, with direction.  AS 1.3 Demonstrate geographic understanding of the sustainability of use of an environment.

	Interaction Perspectives Sustainability Kaitiakitanga	<p><b>Local – Managing Water Resources</b></p> <ul style="list-style-type: none"> <li>• Introduction to water supply issues eg. Los Angeles, Aral Sea</li> </ul> <p>Case Study: Canterbury water</p> <ul style="list-style-type: none"> <li>• Water sources in Canterbury</li> <li>• Issues associated with water use in Mid-Canterbury</li> <li>• Perspectives of water use (cultural/economic/environmental)</li> <li>• Conflict between users (urban/rural)</li> <li>• Sustainable use of water</li> </ul>	Principles - Future Focus – Enterprise and Sustainability  Principles – Cultural Diversity  KC – Participating and contributing  KC – Relating to others  Values – Ecological sustainability	AS 1.6 Describe aspects of a contemporary New Zealand geographic issue.
<b>Achievement Objectives</b>	<b>Concepts</b>	<b>Contexts</b>	<b>New Zealand Curriculum Detail</b>	<b>Assessments</b>
<b>Change and Challenge in the Cultural Environment</b>				
<p>Understand that <b>cultural</b> environments have particular characteristics and are shaped by processes that create spatial patterns.</p> <p>Understand how people interact with <b>cultural</b> environments and that this interaction has consequences.</p>	Environments Spatial patterns	<p><b>Global – Cultural Environments</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of global urban and rural environments</li> </ul>	Principles - Future Focus – Citizenship  KC - Thinking	AS1.4 Apply concepts and basic geographic skills to demonstrate understanding of a given environment
	Processes Migration Hekenga Change Sustainability	<p><b>Regional – Urban Environments</b></p> <ul style="list-style-type: none"> <li>• Location of urban environments – why do people live where they do?</li> <li>• Characteristics of urban environments – interpreting maps and photos, constructing maps</li> <li>• Case study: Dubai, settlement features and issues eg. process of migration, rapid building growth, sustainability</li> <li>• Sustainable management of urban environments</li> </ul>	Principles – Cultural Diversity  Values – Diversity	
	Environments Patterns Processes Interaction Sustainability	<p><b>Local – Rural Environments</b></p> <ul style="list-style-type: none"> <li>• Location of rural environments – why do people live where they do?</li> <li>• Characteristics of rural environments – interpreting maps and photos, constructing maps</li> </ul>	Principles - Future Focus – Sustainability  Principles – Community Engagement  KC – Managing self	
			<p><i>This may relate to an assessment, but it may not! It could be interesting and relevant for our students and is a foundation for a 3 year Geography programme.</i></p>	

	<p><i>Focus here on our local area as a rural community</i></p>	<ul style="list-style-type: none"><li>• Case study: Methven, settlement features and issues eg. rural planning, migration, seasonality, service provision, rural economies</li><li>• Sustainable management of rural environments</li></ul>		
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