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| **Unit Overview**  **Unit 3: Responding to land cover transformations** | **NOTES** |
| In Unit 3, students develop an understanding of changes to the biophysical environment over time, with a particular focus on land cover transformation and climate change. Through a case study and fieldwork, students investigate the geographical processes, natural and anthropogenic, that have resulted in change to Earth’s land cover and climate change and the resulting impacts and challenges posed at global, regional and local scales. Students propose action for sustainable management of land cover change for a fieldwork location.  Fieldwork plays a central role in Topic 2 of this unit. Through experiential learning, students apply a range of geographic skills to collect, manipulate and explain the meaning of data. Through this field study, students understand that managing land cover change at the local level is required for resilient and sustainable futures. |  |
| **Topic Overview**  **Topic 2: Responding to local land cover transformations**  **IA2: Field Work Component (5 hours minimum)** |
| In Topic 2, students explain the geographical process that result in land cover change at a local level and how these processes shape the identity of places, including for Aboriginal peoples and Torres Strait Islander peoples. They recognise the spatial pattern of this land cover change and the implications for people and places. Students investigate a specific local land or water management challenge by conducting fieldwork, using the geographic inquiry model.  Students understand the interconnections between people and physical systems, and the effects of land cover change on community and the environment at a local level, including for Aboriginal peoples and Torres Strait Islander peoples. Students propose action to manage the identified challenge to improve the sustainability of land use in the local area. Through their fieldwork investigation, students apply a geographical perspective to understand the impacts of land cover change for the biophysical environments in their own community and the challenge of sustainable responses. |
| **Subject Matter: Topic 2** |
| Explain the geographical processes that result in particular physical features (e.g. dunes systems, river systems, deserts, forests, grasslands) that shape the identity of places at the local level. |
| Explain the importance of Aboriginal peoples’ and Torres Strait Islander peoples’ connection to Country/Place and understanding of natural features and elements of the local ecosystem/s, e.g. dunes systems, river systems, deserts, forests, grasslands. |
| Explain geographical processes that have contributed to land cover change in a local area, including:   * anthropogenic processes, e.g. urbanisation and resource exploitation. * natural processes, e.g. natural hazards. |
| Conduct a field study (for assessment purposes) to collect primary data for investigating a land or water management challenge on a local scale. As part of this field study, students must:   * use an inquiry approach to develop a plan and carry out fieldwork for investigating a local land or water management challenge. * identify the methodology to be used, data required and appropriate methods for data collection. * analyse data gathered to describe the nature, location and extent of the selected challenge. * apply geographical understanding by extrapolating from their analysis to generalise about the impacts on people, including Aboriginal and Torres Strait Islander peoples, where relevant, and the sustainability of the environment for the place being investigated. * synthesise information from the analysis to propose action for managing the identified challenge to create or improve sustainability. * transform primary data collected in the field using cartographic, graphic and mathematical skills, spatial technologies and ICT to communicate findings in a fieldwork report. |