### TOPIC: AUSTRALIAN GEOGRAPHY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Essential content</th>
<th>skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the location size and extend of Australia and compare with a selection of other countries</td>
<td>Use ITC to seek information eg Google Earth</td>
</tr>
<tr>
<td>2</td>
<td>Identify and describe the four key landform regions of Australia</td>
<td>Introduce six figure grid references on topographic maps Use scale to calculate distance and area on topographic maps</td>
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<tr>
<td>3</td>
<td>Explain the importance of landforms to Australians</td>
<td>Identify basic landforms on a topographic map using contours Produce photo sketches of an Australian landscape and briefly annotate the main features on your sketch map</td>
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<tr>
<td>4</td>
<td>Locate, map and describe the major biomes of Australia</td>
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<tr>
<td>6</td>
<td>Describe and compare the cultural landscapes of urban and rural areas in Australia</td>
<td>Produce a photo sketch of an Australian landscape and briefly annotate the main natural and cultural features</td>
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<tr>
<td>8</td>
<td>Consider the changes made to the landscape by mining, farming, urban growth and tourism.</td>
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<tr>
<td>9</td>
<td>Consider the importance of preserving Australian biomes/ecosystems in Australia.</td>
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<tr>
<td>9</td>
<td>Case study of conservation issues in Australia eg Coral Bay, the Murray Darling, the Great Barrier Reef etc</td>
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</tbody>
</table>

**Assessment structure and weightings:**
- Topic Test: 30 – 40%
- Written Tasks: 20 – 30%
- Skills based activities: 10 – 20%
- Teacher Discretion: 10 - 30%

**RESOURCES:**
1. Jacaranda SOSE 1, 2 & 3.
2. Heineman Humanities 4
3. Jacaranda SOSE 3 Geography
4. Jacaranda SOSE Alive 2
5. Pearson Society and environment 1

**NOTE:** Skills outlined in this course do not include the skills from the ICP Outcome. These will need to be developed as an ongoing activity in each of the courses Years 8 – 10.

**VOCABULARY LIST**
- Landscape, cultural, climate, continent, delta, desert, evaporate, harbour, landform, cultural, environment, population, density, scale, vegetation, weather, altitude, equator, latitude, longitude, meridian, satellite, intermittent, isobars, isohyets, legend, physical, landscape, precipitation, topographical
### YEAR 9 S & E

**TOPIC: ASIAN & AUSTRALIAN CULTURE**

#### CONCEPTUAL OUTCOMES (Course content)

On completion of this course students should understand:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Essential content</th>
<th>Skills</th>
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</thead>
</table>
| 1 | The geography of Asia  
  What is Asia?  
  Location  
  Physical structure  
  Climate  
  Population issues | Locate places on maps  
  Relate the terms. Low, middle and high latitudes to places on maps of Asia  
  Identify national and international boundaries  
  Construct use and interpret climatic graphs | |
| 3 | Australia’s relations with Asia  
  Australia’s historic and geographic links with Asia  
  How Australians view Asian culture & how Asians view Australian culture  
  Australia’s trade with Asia  
  Economic Aid to Asia  
  Asian migration to Australia  
  Two-way tourism | Interpret data shown in charts and diagrams | |
| 4 | Cultures of Asia/One Asian Country  
  What is culture? How does culture change over time?  
  Beliefs  
  The family  
  Customs (social life)  
  Languages and communication | Use photographs as a source of information  
  Interpret and evaluate simple cartoons  
  Analyse roles and responsibilities of group members  
  Analyse the traditional and non traditional aspects of Asian cultures  
  Analyse changing roles and traditions of | |
| 5 | **CONTEMPORARY ISSUES IN ASIA**  
(Select one or two for investigation or focus on issues current at the time of study)  
- Regional alignments and conflict  
- Tourism  
- The family  
- Immigration/refugees  
- Environmental degradation/protection  
- Population growth/control  
- The impact of urbanisation  
- Megacities  
- The rights of children  
- The environment | cultural groups |
|---|---|

| Optional Content/topics |  
**CASE STUDY** (of one Asian country such as Japan, China, Korea, Taiwan, Indonesia)  
Suggested content to focus on:  
- Location and geography  
- Importance to Australia  
- Relations with Australia  
- Brief history  
- Economy - agriculture  
- industry  
- trade  
- Culture of the country  
- Government and people |  
Read and interpret charts and graphs |
| RESOURCES | 1. Heineman SOSE 1 | Indonesia  
|           | Japan  
| 2. Heineman Humanities 2 | Japan  
| 3. Pearson Society and environment 2 | Indonesia  
| 4. Heineman Society and Environment for WA 2 | Indonesia  
| 5. Longman Society and environment 2 | Japan  

**ADDITIONAL REFERENCES:**
Minkof D & Simons A. *Understanding Asia*. Very good Historical coverage and survey of some contemporary issues. Class sets in store room.
Burke P. *Studies of Asia*. Good country by country analysis. Also looks at Asian futures. Class sets in library.
*SS for the 90s Book 2*. Dated but multiple copies in S&E store room.
Courtnay PP. *Geographical Themes in SE Asia*. Multiple copies in library.

**SELECTED INTERNET SITES**
http://www.askasia.org/
Online resource for K-12 students and their teachers
http://www.jinjapan.org/kidsweb/index.html
A student resource to support lessons on Japan and Japanese language for students in the middle years of schooling.
An online resource for students and teachers in Indonesia and Australia.
http://www.apic.or.jp/
A teacher and student communication network based around three major projects.
http://www.peg.apc.org/~iearn/frames/welcome.html
A site which links teachers and students in Australia with their peers all over the world to work on collaborative projects.
A teacher and student resource which offers over 7,500 Asia related internet resources from around the globe.
A student and teacher resource which provides daily and archival access to the Asia related stories in the Melbourne Age.
http://ihr.sas.ac.uk/ihr/newspaper/asia.html
A student teacher resource which provides daily access to a sample of Asian newspapers.
A student and teacher resource which provides daily access to 20 Australian newspapers.
http://www.odci.gov/cia/publications/nsolo/wfb-all.htm
a student and teacher resource providing succinct information on a wide range of topics for all the countries of the globe.
# YEAR 9 AUSTRALIAN CURRICULUM: HISTORY

**Term Outline: 10 weeks/4 periods week**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content/activities</th>
<th>Resources</th>
<th>Assessments</th>
<th>Your total</th>
</tr>
</thead>
</table>
| 1    | Overview of course/time period | Jacaranda Retroactive 9 Australian Curriculum for History Chpt 1  
Jacaranda History Alive 9 Chpt 1                                                      |             |            |
| 2    | Industrial revolution: Introduction to the period  
- Agrarian Revolution  
- Domestic system, enclosures  
- Changes in transport | Macmillan History 9: The Making of the Modern World  
Chpt 2 (Teacher text only)  
Jacaranda Retroactive 9 Australian Curriculum for History Chapt 3  
Jacaranda History Alive 9 Chpt 2 |             |            |
| 3    | Population movements, growth of towns and experience of people in towns and mines | [http://www.bbc.co.uk/history/society_culture/industrialisation/launch_gms_muck_brass.s.html](http://www.bbc.co.uk/history/society_culture/industrialisation/launch_gms_muck_brass.s.html)  
Macmillan History 9: The Making of the Modern World Chpt 3  
Jacaranda Retroactive 9 Australian Curriculum for History Chpt 4 | In class extended answer on Industrial Revolution 10% |            |
<p>| | | |</p>
<table>
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<tr>
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|   | British settlement of Australia  
Initial impact on Aboriginal society | Macmillan History 9: The Making of the Modern World Chpt5  
Jacaranda Retroactive 9 Australian Curriculum for History Chpt 6 & 7  
Jacaranda History Alive 9 Chpt 4 & 5  
Jacaranda Essentials Humanities 3 Chpt 1 |
|   | The gold rushes and non-European contact | Jacaranda Retroactive 9 Australian Curriculum for History Chpt 5  
Jacaranda History Alive 9 Chpt 7  
Jacaranda Essentials Humanities 3 Chpt 2 |
|   | Australia at the turn of the century  
Living conditions | Jacaranda Retroactive 9 Australian Curriculum for History Chpt 6  
Jacaranda Essentials Humanities 3 Chpt 3 |
|   | The Federation of Australia | Jacaranda History Alive 9 Chpt 6  
Jacaranda Essentials Humanities 3 Chpt 3 |
|   | Australia and WW1  
Causes of war  
Australiana at Gallipoli | www.anzacsitewww.Australiansatwar.gov.au  
www.Australiansatwar.gov.au  
Macmillan History 9: The Making of the Modern World Chpt 7 |
<table>
<thead>
<tr>
<th></th>
<th>Australia and WW1</th>
<th>Jacaranda History Alive 9 Chpt 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Impact of War on Australia</td>
<td>Macmillan History 9: The Making of the Modern World Chpt 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jacaranda Retroactive 9 Australian Curriculum for History Chpt 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jacaranda History Alive 9 Chpt 8</td>
</tr>
<tr>
<td></td>
<td>WW1 In class Extended answer</td>
<td>10%</td>
</tr>
</tbody>
</table>

| 10 | The ANZAC Myth | Cognitive test |
|    |                | 45% |

**Teacher discretion**

20%

**NOTE:** The dates and weightings are guides only and may change at your teacher’s discretion

**Assessment structure and weightings:**

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Web References

Http://www.schoolhistory.co.uk/lessons/industrialrevolution/industrialindex.htm

http://www.schoolhistory.co.uk/quizzes/industrial/industrial.htm

http://schoolhistory.co.uk/industrial/textiles.htm

http://legacy.teachersfirst.com/quiz/invent-quiz.htm

http://nationalarchives.gov.uk/education/lessons/lessons08.htm

http://saburchill.com/history/chapters/IR/001.html