

<b>Title</b>	Boom or Bust? Water, Gold and Farming in WA
<b>Learning area</b>	HASS ( <b>Economics and Business</b> )
<b>Other LAs</b>	HASS (Geography) English (Report writing, Persuasive language and Point of View)
<b>Year Level(s)</b>	<b>Year 5</b>

## Background information

<b>Brief Description of the Task:</b>	This activity links directly to the suggested Year 5 Geography task where students consider the impact on land use of changes in a range of factors (e.g. Water resources, fertiliser prices, wool prices, predicted rainfall, overseas wheat prices). Discuss the resource use choices that a farmer in the Wheat belt has and record data as an infographic or digital guide. See SCSA Year 5 Economics Sample Teaching and Learning Outline (Week 9-10) <a href="https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0004/407326/Humanities-and-Social-Sciences-Economics-and-Business-Year-5-Sample-Teaching-and-Learning-Outline.PDF">https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0004/407326/Humanities-and-Social-Sciences-Economics-and-Business-Year-5-Sample-Teaching-and-Learning-Outline.PDF</a>
<b>Context summary</b>	<b>WA Curriculum Content Descriptor:</b> <i>Economics and Business:</i> Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) <i>Geography:</i> The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)
<b>Description of purpose (Learning Intention)</b>	Students will explore how purchase decisions affect resource use in everyday life, such as water use - How can resources in abundant supply be regarded as scarce? Is water scarce in Western Australia? Students will present findings in writing, develop an explanation based on information collected, using subject specific terminology. Also see links to the Year 4 Geography task: Ready-Made Farm Scheme – Midwest WA

## Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activities)*

Content Strand	HASS Knowledge and Understanding				HASS Skills			
<b>Key Concepts</b> Economics/Business Geography	Scarcity		Making choices		Resources		interdependence	
	place		space		environment		sustainability	
<b>General capabilities</b>	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding	
<b>Cross-curriculum priorities</b>	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability		

## Relevant Aspects of the Achievement Standard

*Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.*

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or **secondary sources**, using appropriate methods to organise and record information. Students apply **ethical protocols** when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe **cause and effect**. They use a variety of appropriate formats to translate collected information and draw conclusions from **evidence** in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate **source** materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students identify the imbalance between **wants** and resources, and the impact of **scarcity** on **resource allocation**. They identify that, when making choices, people use strategies to inform their purchasing and financial decisions.

Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the **characteristics of places**, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.