

Title	How do people alter the natural environment?
Learning area	HASS (Geography)
Other LAs	HASS (History; Civic & Citizenship) English (Writing and Oral Language)
Year Level(s)	Year 5

Background information

Brief Description of the Task:	<p>Students consider the positives and negatives of a new open range zoo being located at Chittering Valley for the natural environment. They then take a position to either support the development or to propose another location which would reduce the impact on the environmental characteristics of the area then write a paragraph justifying their decision.</p> <p>This activity is part of the SCSA Year 5 Sample Teaching and Learning Outline (Week 5-6) https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0006/407328/Humanities-and-Social-Sciences-Geography-Year-5-Sample-Teaching-and-Learning-Outline.PDF</p> <p>Alternatively, students could investigate a similar issue in their own area, write a letter to the editor of the local paper or debate the issue from an affirmative or negative perspective.</p>
Context summary	<p>WA Curriculum Content Descriptor:</p> <p>The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)</p>
Description of purpose (Learning Intention)	By investigating local, environmental issues (past or present) students will identify current understandings on a topic/collect information (from fieldwork) and choose an appropriate method to record information. In the process, they will apply their understandings and concepts by thinking 'geographically'.

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

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	Key Concepts History Geography Civics and Citizenship	Continuity and change		Cause and effect	Significance		Perspectives
Place		Space	Interconnection	Environment	Change	Sustainability	
Participation		Rights and Responsibilities		Democracy			
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	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 key **features** of **Australia's democracy**, describe the electoral process, and explain the **significance** of laws and how they are enforced. They describe how participation in groups can benefit the **community**.

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.

Students identify the **cause and effect** of **change** on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the **significance** of a group, individual, event or **development** in bringing about **change** in the Swan River Colony.