**Year 11 Geography**

**Unit Name: Senior Geography Project**

**Year group: 11**

**Stage: 6**

**Duration: 12 indicative hours**

**Accommodations: Life Skills course for xxxxxxx**

**IEPs: xxxxxxxx**

**Assessment of learning:** Submission of Stage 3 of the SGP

**Assessment for Learning:** Submission of initial stages of the SGP, ongoing opportunities to review and revise work.

**Topic 2: Senior Geography Project**

Time allocation: 12 indicative hours

**Mainstream outcomes:**

**P7** Formulates a plan for active geographic inquiry

**P8** Selects, organises and analyses relevant geographical information from a variety of sources

**P9** Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries

**P10** Applies mathematical ideas and techniques to analyse geographical data

**P11** Applies geographical understanding and methods ethically and effectively to a research

**P12** Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

**Life Skills objectives and outcomes:**

**Life Skills – objectives:**

* Use geographical tools and develop skills to investigate and communicate geographically

**Life Skills – outcomes:**

* Uses geographical tools and skills
* Uses strategies to gather, investigate and communicate geographical information

**TOPIC 2: SENIOR GEOGRAPHY PROJECT**

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| **Outcomes** | **Learn to/ Learn about** | **Strategies** | **Date** | **Sign** |
| P7, P8 | **Learn to:*** undertake an SGP by selecting and researching a geographical issue which relates to the Preliminary course using active inquiry methods

**Learn about:*** the nature and purpose of geographical inquiry

**Geographical Tools and Skills*** formulating a geographical question or issue for study
 | * Provide students with an overview of what “active inquiry methods are – primary and secondary data/fieldwork
* Brainstorm possible topics
* Mind map issues related to chosen topic
* Library lesson: Examine geographical journals, magazines to get an idea about the kind of topics relevant to geographical research
* ICT: Initial internet search to see the viability of doing the chosen research topic
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| Life Skills: GLS12 | **Modification for xxxxxxxx(Life Skills)****Life Skills – objectives:*** Use geographical tools and develop skills to investigate and communicate geographically

**Life Skills – outcomes:*** Uses geographical tools and skills
* Uses strategies to gather, investigate and communicate geographical information
 | * Copy basic notes about primary and secondary data
* Listen to discussions from the rest of the class.
* Examine a range of picture books of a geographical nature (10-15 minutes).
* Choose three things that you like and draw picture of those things (10-15 minutes).
* Teacher identifies a theme for his project.
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| P8, P9, P10 | **Learn to:** * Formulate a plan and ask geographical questions for active inquiry such as
* What is the extent of the investigation?
* When does the research need to be finished?
* How much time should be allocated to the research each week/month?
* identify a research focus for the investigation
* organise a plan of investigation
 | * Ongoing discussions with students about appropriate research themes.
* Students develop Stage 1 of the SGP where they identify the topic theme, key question, 10 main questions and a research plan (including types of data, sources of data and date to be collected). Students are given class time to work on this independently and teacher can provide assistance as required. <http://www.preliminarygeography.hsieteachers.com/stage-1.html>
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| Life Skills: GLS11, GLS12 | **Modification for xxxxxxxx****Life Skills – objectives:*** Use geographical tools and develop skills to investigate and communicate geographically

**Life Skills – outcomes:*** Uses geographical tools and skills
* Uses strategies to gather, investigate and communicate geographical information
 | * Teacher works with student to develop Stage 1 of the SGP choosing fieldwork options that can be completed around the school as fieldwork techniques are taught to the mainstream students.
* Plan is very loose and relatively unstructured to allow for flexibility
* Student hand writes Stage 1, but is asked to type it up at home (this is communicated to the parent in the communication diary). This ensures that the parent knows about the assignment and the topic.
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| P8, P9, P10 | **Learn to:*** Gather and process relevant primary and secondary data
* carry out the investigation, which may be based in a variety of locations including the environs of the school… individually or as a member of a group.

**Learn about:*** the use of primary data such as field measurements, observations, surveys, interviews, statistics, and photographs
* the use of secondary data such as published reports, texts, newspaper editorials, audio-visual productions, graphical and statistical information

**Geographical Tools and Skills:*** identifying, collecting and recording geographical data from a variety of primary sources
* constructing a log of events and activities, which records the development of a fieldwork activity
 | * quadrat method – using hoola hoop to do a trial of the quadrat survey in an area on school property. Student do a “biological survey” of two types of lollies
* survey – examine possible survey questions to determine the positive/negatives of each type of question. Design a survey appropriate to the chosen SGP topic
* Develop a range of possible interview questions
* Guest presenter from EEC: demonstrate to students the methods of environmental testing related to the four spheres:
	+ wind speed
	+ atmospheric temperature
	+ water temperature
	+ water/soil pH
	+ biological survey
	+ phosphate levels in water
	+ faecal coliform levels in water
	+ transect diagrams
* Excursion: Sydney University Geosciences Library/Macquarie University to conduct research
* <http://www.preliminarygeography.hsieteachers.com/conducting-fieldwork.html>
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| Life Skills: GLS11, GLS12 | **Modification for xxxxxx (Life Skills)** **Life Skills – objectives:*** Use geographical tools and develop skills to investigate and communicate geographically

**Life Skills – outcomes:*** Uses geographical tools and skills
* Uses strategies to gather, investigate and communicate geographical information
 | * Student is led through a range of fieldwork techniques around the school grounds that tie in with his project theme.
* Fieldwork is recorded in a separate exercise book
* Student is advised to write each of the project aims at the top of a double page.
* Appropriate fieldwork is recorded under the relevant aim.
* Student collects images from magazines, the internet, etc to support the investigation and glues these into the project book.
* Relevant internet sites are printed. He highlights key points related to the aims.
* A paragraph or two is constructed for each of the aims, and written under the appropriate heading along with the fieldwork.
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| **P11** | **Learn about:*** the ethical responsibilities of conducting geographical inquiry
* respecting confidentiality and anonymity
* avoiding use of deception or coercion with informants
* avoiding exposure to physical and/or emotional risks or harm
* obtaining permission and avoiding trespass
* minimising damage to landscapes or environmental elements
* observing academic conventions regarding plagiarism
* storing data appropriately
* acknowledging source materials
 | * Review of All My Own Work principles
* Reference list scaffold provided
* Protocols discussed regarding contact with members of the public/accessing public site.
* Scaffold provided on how to source correctly.
* Library lesson – academic conventions
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| P11, P12 | **Learn to:*** Report the findings of the project through formats such as:
* An oral presentation
* A geographical report of 200 words incorporating maps, diagrams, tables, graphs and photographs
* An audio-visual display using appropriate information technologies and electronic media
* A pictorial essay
* Critically review the plan, the process and the finding of the investigation

**Geographical Tools and Skills:*** synthesising data and evaluating the fieldwork activity.
 | * <http://www.preliminarygeography.hsieteachers.com/writing-your-report.html>
* Student reflection of learning through the project
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| Life Skills: GLS11, GLS12 | **Modification for xxxxxxx(Life Skills)** **Life Skills – objectives:*** Use geographical tools and develop skills to investigate and communicate geographically

**Life Skills – outcomes:*** Uses geographical tools and skills

Uses strategies to gather, investigate and communicate geographical information | * Project book is submitted as completed assignment.
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