

CG2 - Stage 6 Geography Curriculum Links

8.2.1 Biophysical Interactions

Principal focus

The focus of this study is a geographical investigation of biophysical processes and how an understanding of these processes contributes to sustainable management.

Content

Students learn to:

investigate and communicate geographically by

- asking and addressing geographical questions such as
 - what are the biophysical interactions which occur between components of the biophysical environment?
 - what are the effects of human impacts on the functioning of the hydrosphere?

use geographical skills and tools such as

- constructing and interpreting flow charts describing key biophysical processes within a given area
- constructing a transect to describe the variety and distribution of plants in a specific area.

identify geographical methods applicable to, and useful in, the workplace such as

- collecting and analysing field data
- the relevance of geographical understanding of biophysical interactions to a particular location such as: planning hazard mitigation, practising environmental law.

Students learn about:

the biophysical environment

- the interactions between, and the human impacts on, the functioning of the hydrosphere.

biophysical processes and issues

- a case study investigating ONE issue in ONE of the biophysical components, to illustrate how an understanding of biophysical processes contributes to sustainable management in the environment. The investigation will include:
 - identification and explanation of key biophysical processes which relate to the issue
 - interactions of other components of the biophysical environment
 - the importance of understanding key biophysical processes for effective management
- the issue should be selected from one of the following components:
 - in the hydrosphere, one issue such as urban run-off.

Outcomes

The student:

- P1 differentiates between spatial and ecological dimensions of the study of geography
- P2 describes the interactions between four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P7 formulates a plan for active geographical 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
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.

UPRCT Education Kit Activities

Floods, Dirtbusters



8.2.3 Senior Geography Project

Focus

The focus of this study is the nature of geographical inquiry and its application to a practical research project.

Outcomes

P7 formulates a plan for active geographical 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 project

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

(See Geography Stage 6 Syllabus 1999 – Page 24 – 25)

UPRCT Education Kit Activities

- Information Sheets – Whole catchment, Sub-catchment and Environmental Issues
- Field Trips
- Activities Site Field Study, Floods, Dirt Busters, Vegetation and Soils, Senior Geography Project

Additional Curriculum Support

www.streamwatch.org.au **Teaching Resources**

- The Streamwatch Senior Geography Project
 - What is SGP?
 - How to carry out SGP
 - Using Streamwatch activities for the SGP
 - Possible SGP topics
 - Case studies
 - Data sources

