Geography sample unit	Place and Liveability	Stage 4
		Duration: One term
		(10 weeks – 25 hours)

Unit focus	Key inquiry questions
Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing, such as community identity, environmental quality, and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.	• Why do people's perceptions of the liveability of places vary? • What effect does environmental quality and access to services have on people's wellbeing? • How can strong community identity and social connectedness enhance the liveability of places? • What approaches can be used to improve the liveability of places?

Outcomes
A student: • locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**   • explains how interactions and connections between people, places and environments result in change **GE4-3**   • examines perspectives of people and organisations on a range of geographical issues **GE4-4**   • explains differences in human wellbeing **GE4-6**   • acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**   • communicates geographical information using a variety of strategies **GE4-8**

Geographical concepts	Geographical skills	Geographical tools
The following **geographical concepts** have been integrated into the unit: **Place:** *the significance of places and what they are like* **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* **Interconnection:** *no object of geographical study can be viewed in*	The following **geographical skills** have been integrated into the unit: **Acquiring geographical information** • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) **Processing geographical information** • evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057) • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate	The following **geographical tools** have been integrated into the unit: **Maps – M** • sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief **Fieldwork – F** • observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather

isolation **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* **Change:** *explaining geographical phenomena by investigating how they have developed over time*	(ACHGS050, ACHGS058) • analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059) • apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) **Communicating geographical information** • present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062)	instruments, vegetation identification charts, compasses, GPS, GIS **Graphs and statistics – GS** • data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends **Spatial technologies – ST** • virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS) **Visual representations – VR** • photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools

Content	Teaching, learning, assessment and resources	Adjustments

Influences and perceptions
Students
• investigate factors influencing perceptions of the liveability of places (ACHGK043, ACHGK046, ACHGK065)
	• Students collectively brainstorm a definition of the term 'liveability' and suggest factors that influence people's perceptions of liveability. Students respond to questions such as:
	  - *What would you like to have in the place you live?*
	  - *What don't you want in the place you choose to live?*
	  - *Are some factors more important for liveability than others?*
	  - *Do perceptions of liveability differ between groups of people?* ⊕
	• Students identify and record some of the influences on people's perceptions of liveability. They then categorise the influences as environmental or human factors and represent their findings using a graphic organiser, digital mind map or table. **VR**
	• Students pose geographically significant questions to determine factors important for the liveability of places. 👆
	• Students work in pairs to investigate and compare factors influencing the liveability of two places using teacher-provided resources and stimulus such as NSW Globe globe.six.nsw.gov.au/, Google Earth www.google.com/earth/ or Animaps www.animaps.com/. ⓐ 🖥
	• Students develop a presentation for a specific audience. Students create visuals for their presentation by digitally mapping the locations of the two places of study and adding comments about the liveability of each place. **M ST** 🖥
	• Students differentiate between tangible and intangible characteristics of places and discuss the use of qualitative and quantitative measures to assess liveability using a stimulus website such as *'What makes a great place?'* www.pps.org/reference/grplacefeat/
	• Students suggest primary data sources and secondary information sources, based on their reliability and usefulness, that could be used to assess liveability, for example fieldwork, surveys, visual images, websites such as Australian Bureau of Statistics www.abs.gov.au/ ⚙
		Extension activity
		Students categorise suggested factors into environmental, economic, political, cultural, social and technological.
		
		Students study one place outside Australia to understand why people live there. Students map the location.

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Influences and perceptions (continued) Students • investigate factors influencing perceptions of the liveability of places (ACHGK043, ACHGK046, ACHGK065)	**Individual inquiry (assessment)** • Students reflect on factors they personally consider important for liveability to create a liveability assessment – a set of criteria influenced by personal considerations that are observable and/or measurable with a rating scale. 👆🏫 • Students develop a liveability assessment for a local place. They then assess and draw a conclusion about the liveability of the local place. **F** ⚙️ ⚖️ **Sample liveability assessment** | LIVEABILITY ASSESSMENT for (*insert Place name*)						
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Criteria	0	1	2	3	4	5
						| • Students research the current liveability rankings for world cities. They investigate the criteria used to create the rankings and use them to describe the qualities associated with high and low liveability. **GS** ▦	**Extension activity** Students examine the liveability of Australian cities to argue whether they deserve their high liveability rankings. They gather evidence to support their arguments.
Access to services and facilities Students • investigate the influence of accessibility to services and facilities on the liveability of places (ACHGK044)	• Students collaboratively brainstorm services and facilities that are important to them. • Students use a stimulus such as '*Going to the toilet in a slum*' (turn on the sub-titles) www.youtube.com/watch?v=h65tGO2tojQ to discuss and compile a list of services and facilities considered essential for a good quality of life. **VR** ⓐ • Students collaboratively reach a class consensus, through debate and discussion, on the 10 essential services and facilities for a good quality of life. They represent and prioritise their findings using a diamond ranking chart such as www.teachit.co.uk/623?Page=313 **VR** ⚙️ • Students investigate variations in people's access to one essential service or facility between countries, for example sanitation, electricity, clean water etc. They communicate their findings by creating a visual representation to explain the link between poor access to the service or facility and people's wellbeing. • Students research variations in accessibility to services and facilities across a range of scales within Australia to draw conclusions about any impact to people's wellbeing, for example transport, housing, education, health services etc. **M GS** 👆▦ • Students use a stimulus such as '*Room for change*' www.youtube.com/watch?v=D3ErxMvdDPo&feature=youtu.be prior to participating in a class discussion on how liveability varies for different community groups disadvantaged by a lack of access to services and facilities. They investigate one group and produce a summary report including a proposal to enhance liveability for that group. ⚙️ ✚	Students use a stimulus such as '*Make the street a place to play*' playingout.net/ to reflect on the liveability of their local community for children.

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Environmental quality Students • investigate the impact of environmental quality on the liveability of places (ACHGK045)	• Students collaboratively define environmental quality and debate how it can impact the liveability of places. • Students assess the environmental quality of places across a range of scales by creating a visual representation of annotated images representing a progression from low to high liveability based on environmental quality. They identify and justify the criteria they used to judge environmental quality. www.youtube.com/watch?v=fMmmiNlj0Fc **VR** ⚙ • Students investigate a place where environmental quality and liveability have changed over time. They explain the causes, consequences and outcomes of the change. **M** ⓐ ☞ • Students use a stimulus such as *'Kiribati may not be there much longer'* www.youtube.com/watch?v=D0MYO9peLRY to think about the future environmental quality of places. In small groups or pairs, students select an environmental quality issue and create a futures wheel www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html to predict the impact of changing environmental quality on the future liveability of places. **VR** ⚙	Students rank the environmental quality of 10 places using photographs provided by a teacher. **Extension activity** Students interpret the *Global Accessibility* cartogram www.viewsoftheworld.net/?p=4319 to discuss whether Europeans have the greatest access to facilities and services at a global scale. **Extension activity** Students debate the topic: graffiti reduces environmental quality.

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Community
 	
Students
 	
• investigate the influence of social connectedness and community identity on the liveability of places (ACHGK046)
	• Students collaboratively discuss the characteristics that influence community identity, for example culture, environment, public events or religious beliefs. They then examine one place to identify the characteristics that influence that community's identity. ✋ 🌐
	• Students create an annotated collage of images, digital poster or infographic illustrating the identity of their own community or neighbourhood. They consider whether other people would likely have the same perception about their community as themselves. They reflect on why perceptions may vary. **VR** 💬 👫
	• Students survey family, students and friends to identify features considered important for social connectedness by different age groups, for example transport, ICT or public places. 💻
	• Students collaboratively reflect on and represent the survey findings to draw conclusions about the importance of community identity and social connectedness for people's wellbeing and therefore the liveability of places. **GS** ⚙️ ▦
	• Students undertake an inquiry of the influences on the liveability of a place.
	Students:
	  - interpret a recent population profile for the place and suggest reasons why the place is more or less liveable for some age groups 💬 ‡
	  - complete a SWOT analysis of the place's access to facilities and services, environmental quality, social connectedness and community identity. ⚙️
		Extension activity
		
		Students explore the concept of liveable streets using a stimulus such as vimeo.com/16399180 and archiobsession.blogspot.com.au/2014/03/a-short-presentaton-on-donald-appleyard.html (slides 5–8).
		
		Students respond to the statement: '*More cars equals fewer friends*'.

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Enhancing liveability Students • investigate strategies used to enhance the liveability of places using examples from different countries (ACHGK047)	• Students examine a range of strategies used to enhance the liveability of places, including strategies employed in Europe. ⚘ ▣ • Students investigate Singapore as an example of a liveable and sustainable city: **M** ⓐ ⚘ Sustainable Singapore Blueprint (interactive) www.mewr.gov.sg/ssb/ Sustainable, liveable Singapore infographic thecityfix.com/blog/urbanism-hall-fame-lee-kwan-yew-shaped-singapore-garden-city-dario-hidalgo/livable-city-singapore/ • As a class, students discuss the link between liveability and sustainability for planning better places to live. ⚘ **Collaborative inquiry** • In pairs or small groups, students reflect on their learning to frame an inquiry question that addresses a local liveability issue. They propose, describe and explain one strategy to address the issue and enhance liveability. The proposal will nominate the groups with the responsibility for planning and implementing the strategy and predict outcomes for community members. **M GS** ⚘ ⚙ ▦	**Extension activity** Students examine the role and importance of technology in improving the liveability of places. Students use a scaffold of statements such as 'Wouldn't it be great if.....', 'it would help …..' and 'because ....' to propose a change in the local community to enhance liveability. **Extension activity** Use the video *'Informing the planning process'* splash.abc.net.au/digibook/-/c/1278012/where-s-the-best-place-to-live- to discuss the importance of data in planning for enhanced liveability.

Sample assessment activity

Outcomes assessed: GE4-1, GE4-3, GE4-7, GE4-8

In pairs or small groups, students reflect on their learning to frame an inquiry question that addresses a local liveability issue. They propose, describe and explain one strategy to address the issue and enhance liveability. The proposal will nominate the groups with the responsibility for planning and implementing the strategy, predict outcomes for community members and suggest a way to measure the effectiveness of the strategy.

Students will determine an appropriate presentation mode for their findings. The presentation should include a location map, annotated photographs and/or diagrams.