

### Tales of the Todd: NTCF SOSE Links

Outcomes	Weather and climate	Seasons	Catastrophic events / Natural Disasters
<p>B2  <b>Natural Systems (SOSE - NS) – analyse the interactions between elements of natural and human systems and investigate flows and cycles</b></p>		<p>explain how indigenous groups organise ways of life to fit in with natural cycles (SOSE - NS)</p> <p>identify indicators of seasonal and weather changes in their local environment and how these affect people’s lives (SOSE - NS)</p>	
<p>B3  <b>Natural Systems (SOSE - NS) – describe features of ecosystems, explain their location and deduce the conditions that contribute to their distribution and / or change</b></p>			<p>identify how natural systems respond to changing conditions and research / debate issues arising eg bushfire, invasion of new species (SOSE - NS)</p> <p>investigate the impact of the range of natural disasters and events on the community (SOSE - NS)</p>
<p>B4  <b>Place, Landforms and Features (SOSE - PLF) - examine and discuss the cause / effect relationship of physical forces in the formation of land features</b></p> <p><b>Natural Systems (SOSE - NS) - describe and represent selected natural systems in terms of variations</b></p>	<p>investigate past, present and future climate patterns within Australia (SOSE – NS)</p>		<p>research and report the cause of a range of natural disasters (SOSE – PLF)</p> <p>investigate a range of natural disasters / events and predict the likelihood of impact on local community (SOSE – PLF)</p> <p>use maps and field observations to describe changes in a natural environment (SOSE – PLF)</p>
<p>B5  <b>Natural Systems (SOSE – NS) – investigate and represent how natural</b></p>	<p>examine major climate patterns and link with weather related phenomena eg drought, desertification, flooding (SOSE</p>		

systems interact on a global scale	- NS)		
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<b>Outcomes</b>	<b>The Local Environment</b>	<b>Mapping</b>	<b>Landforms</b>
B1 <b>Place, Landforms and Features (SOSE – PLF) – describe the relationship between people and natural / built environments</b>	locate specific addresses and create simple maps of the area (SOSE – PLF)  predict how the present use of surroundings may change over time to meet changing needs* (SOSE – PLF)	locate specific addresses and create simple maps of the area (SOSE – PLF)	
B2 <b>Place, Landforms and Features (SOSE - PLF) – investigate the distribution of natural / built features and natural / human resources and describe ways in which these features and resources interact and impact on one another</b>			explain changes to land forms and features over time (SOSE - PLF)
B3 <b>Place, Landforms and Features (SOSE – PLF) – describe and predict, from a scientific perspective, the impacts of changes in the physical environment and the universe</b>		locate places using longitude and latitude (SOSE – PLF)  describe the location of places using compass points, or major reference points (SOSE – PLF)	locate major geographical systems and classify main features eg topography, location, climate (SOSE – PLF)
B4 <b>Place, Landforms and Features (SOSE – PLF) – examine and discuss the cause / effect relationship of physical forces in the formation of land features</b>		use and interpret a variety of maps to obtain information (SOSE – PLF)  use maps and field observations to describe changes in a natural environment (SOSE – PLF)	examine information that provides evidence of the changes in Australia’s land formation eg artefacts, Palm Valley, research data (SOSE – PLF)  explain the formation of significant

<p><b>Natural Systems (SOSE – NS) – describe and represent selected natural systems in terms of variations</b></p>			<p>landmarks and features around Australia from both an indigenous and non-indigenous perspective (SOSE – PLF)</p> <p>analyse and create a presentation based on predictions for the changing face of an environment eg Ilparpa Claypans (SOSE – PLF)</p> <p>use maps and field observations to describe changes in a natural environment (SOSE – PLF)</p> <p>analyse the variables in a range of natural systems eg contours, fluvial geography (SOSE – NS)</p>
<p>B5 <b>Place, Landforms and Features (SOSE – PLF) – consider relationships between built and natural systems and the distribution and dynamics of human population</b></p>		<p>use maps and field observations to describe and explain changes in urban land use patterns eg location and composition of urban zones (SOSE – PLF)</p>	

Outcomes	Natural systems	Living Together
<p>B1 <b>Natural Systems (SOSE – NS) – explain the ways elements of simple, natural systems are connected and identify themselves as part of a natural system</b></p>		<p>examine a natural community and the living things it supports (SOSE – NS)</p> <p>describe the consequences for a natural community when one element is removed eg a tree is cut down, a waterhole is polluted* (SOSE – NS)</p> <p>create a simple food chain (SOSE – NS)</p>

<p>B3  <b>Natural Systems (SOSE - NS) – describe features of ecosystems, explain their location and deduce the conditions that contribute to their distribution and / or change</b></p>	<p>create a model of a specific natural system identifying inputs and outputs eg inputs – sunshine, water, air; outputs- growth (SOSE - NS)</p> <p>identify the purpose of adaptations of animals and plants to different environments (SOSE - NS)</p> <p>research and report how alterations to environments can interrupt natural cycles and flows eg rainforests, coral reefs, Antarctica (SOSE - NS)</p> <p>investigate the impact of the range of natural disasters and events on the community (SOSE - NS)</p>	
<p>B4  <b>Natural Systems (SOSE – NS) – describe and represent selected natural systems in terms of variations</b>  <b>Constructive Learner: 4 (Con 4) – Identifies environmental and social issues within the local and global community and takes steps to promote change</b></p> <p><b>Environmental Awareness and Care (SOSE – EAC) – identify the key stakeholders in issues arising from current resources and land use</b></p>	<p>analyse the variables in a range of natural systems eg contours, fluvial geography (SOSE – NS)</p> <p>critically examine a natural system eg waterways, rainforests (SOSE – NS)</p> <p>describe differences in large – scale natural systems by referring to variations in inputs and outputs eg variations in vegetation densities and species resulting from a mix of sun, water, soil and people (SOSE – NS)</p> <p>compare use of natural systems by different cultural groups to see how people’s values and practices affect the use and care of places eg Uluru, pastoralists, eco-tourism * (SOSE – EAC)</p>	
<p>B5  <b>Natural Systems (SOSE - NS) – investigate and represent how natural systems interact on a global scale</b></p>	<p>explain processes and interactions between people and major natural systems (SOSE – NS)</p>	

Outcomes	Land Use	Human Impact
<p>B2  <b>Place, Landforms and Features (SOSE – PLF) – investigate the distribution of natural / built features and natural / human resources and describe ways in which these features and resources interact and impact on one another</b></p> <p><b>Environmental Awareness and Care (SOSE – EAC) – identify issues to do with value and care of places and collaboratively participate in an action project to address local community issues</b></p>	<p>research and report on how land is used in the local region (SOSE – PLF)</p> <p>investigate the link between land use and natural features (SOSE – PLF)</p> <p>explain changes to land forms and features over time (SOSE – PLF)</p> <p>identify and examine issues that may arise when people change the use of a place * # (SOSE – EAC)</p> <p>investigate what happens when people’s actions affect other living things and places eg pollution, overuse of resources * # (SOSE – EAC)</p>	<p>explain changes to land forms and features over time (SOSE – PLF)</p> <p>talk to community elders about the local history of the community and how the building of the community has changed the local environment * (SOSE – PLF)</p> <p>identify and examine issues that may arise when people change the use of a place * # (SOSE – EAC)</p> <p>investigate what happens when people’s actions affect other living things and places eg pollution, overuse of resources * # (SOSE – EAC)</p>
<p>B3  <b>Place, Landforms and Features (SOSE - PLF) – describe and predict, from a scientific perspective, the impacts of changes in the physical environment and the universe</b></p> <p><b>Natural Systems (SOSE - NS) – describe features of ecosystems, explain their location and deduce the conditions that contribute to their distribution and / or change</b></p> <p><b>Environmental Awareness and Care (SOSE - EAC) – report on how organisations promote environmental</b></p>	<p>organise and use field work to gather data about resource management and land use (SOSE - PLF)</p> <p>research places with similar land use or resources, and explain how these areas have changed over time (SOSE - PLF)</p> <p>examine how human impact can change environments eg introduced species, damming, tourism * (SOSE - PLF)</p> <p>survey and describe different viewpoints of groups and individuals about people changing a natural system eg building a dam * (SOSE - PLF)</p> <p>critically analyse how conflict arises when different groups want to use the same resource for different</p>	<p>evaluate the impact of innovations which may have negative and positive effects on the environment eg introduction of cane toads, refrigerators * # (SOSE - EAC)</p> <p>identify how natural systems respond to changing conditions and research / debate issues arising eg bushfire, invasion of new species (SOSE - NS)</p> <p>research and report how alterations to environments can interrupt natural cycles and flows eg rainforests, coral reefs, Antarctica (SOSE - NS)</p>

<p><b>monitoring and protection</b></p>	<p>purposes within a local context eg environmentalist versus developers * (SOSE - EAC)</p> <p>explore the response of people, plants and animals to changes in a natural system (SOSE - PLF)</p>	
<p>B4  <b>Place, Landforms and Features (SOSE - PLF) - examine and discuss the cause / effect relationship of physical forces in the formation of land features</b></p> <p><b>Environmental Awareness and Care (SOSE - EAC) - identify the key stakeholders in issues arising from current resources and land use</b></p>		<p>analyse and create a presentation based on predictions for the changing face of an environment eg Ilparpa Claypans * (SOSE – PLF)</p> <p>use maps and field observations to describe changes in a natural environment (SOSE – PLF)</p> <p>analyse the effect of human land use on environmental degradation from the perspectives of the various stakeholders eg increased salinity* (SOSE – EAC)</p> <p>critically analyse positions individuals and groups express on an issue to do with the impact of people’s actions on a natural system eg mining, introduced species * (SOSE – EAC)</p>
<p>B5  <b>Place, Landforms and Features (SOSE – PLF) – consider relationships between built and natural systems and the distribution and dynamics of human population</b></p> <p><b>Environmental Awareness and Care (SOSE – EAC) – examine the economic, political and technical responses to issues arising from current resources and land use</b></p>	<p>use maps and field observations to describe and explain changes in urban land use patterns eg location and composition of urban zones (SOSE – PLF)</p> <p>investigate the issues associated with urbanisation * (SOSE – PLF)</p> <p>using examples, explain how land use practices have impacted on a natural system eg damming, urban development, land clearance, tourism, agriculture * (SOSE – EAC)</p> <p>summarise the issues involved in people’s conflict over resource use * (SOSE – EAC)</p>	<p>investigate the issues associated with urbanisation * (SOSE – PLF)</p> <p>outline possible solutions to the issues of urbanisation eg water restrictions* (SOSE – PLF)</p> <p>using examples, explain how land use practices have impacted on a natural system eg damming, urban development, land clearance, tourism, agriculture * (SOSE – EAC)</p>

Outcomes	Resources	Urbanisation and the Natural Environment
<p>B2  <b>Place, Landforms and Features (SOSE - PLF) – investigate the distribution of natural / built features and natural / human resources and describe ways in which these features and resources interact and impact on one another</b></p> <p><b>Environmental Awareness and Care (SOSE - EAC) – identify issues to do with value and care of places and collaboratively participate in an action project to address local community issues</b></p>	<p>create a collage showing natural and human resources (SOSE - PLF)</p> <p>explore the origin of a range of resources used at home, school and in the community (SOSE - PLF)</p> <p>modify existing classroom practices to better conserve resources eg lights out, food scraps to compost * # (SOSE - EAC)</p> <p>design an advertising campaign for a school recycling programme * # (SOSE - EAC)</p>	
<p>B3  <b>Place, Landforms and Features (SOSE – PLF) – describe and predict, from a scientific perspective, the impacts of changes in the physical environment and the universe</b></p> <p><b>Environmental Awareness and Care (SOSE – EAC) – report on how organisations promote environmental monitoring and protection</b></p>	<p>organise and use field work to gather data about resource management and land use (SOSE – PLF)</p> <p>research places with similar land use or resources, and explain how these areas have changed over time (SOSE – PLF)</p> <p>critically analyse how conflict arises when different groups want to use the same resource for different purposes within a local context eg environmentalist versus developers * (SOSE – EAC)</p> <p>produce examples of how our values and customs may affect the choices we make about the use of natural resources eg vanishing trades, timber * #(SOSE – EAC)</p>	
<p>B4</p>	<p>examine the effects of consumption on the production</p>	

<p><b>Natural Systems (SOSE - NS) - describe and represent selected natural systems in terms of variations</b></p> <p><b>Environmental Awareness and Care (SOSE - EAC) - identify the key stakeholders in issues arising from current resources and land use</b></p>	<p>and disposal of goods eg mining, urbanisation, land clearance, pollution * (SOSE – EAC)</p> <p>critically analyse positions individuals and groups express on an issue to do with the impact of people’s actions on a natural system eg mining, introduced species * (SOSE – EAC)</p> <p>research contemporary indigenous approaches to natural and cultural resource management and biodiversity conservation * (SOSE – NS)</p>	
<p><b>B5</b></p> <p><b>Place, Landforms and Features (SOSE – PLF) – consider relationships between built and natural systems and the distribution and dynamics of human population</b></p> <p><b>Environmental Awareness and Care (SOSE – EAC) – examine the economic, political and technical responses to issues arising from current resources and land use</b></p>	<p>examine global patterns of consumption (SOSE – EAC)</p> <p>predict the effects of resource development and use on a selected environment * (SOSE – EAC)</p> <p>summarise the issues involved in people’s conflict over resource use * (SOSE – EAC)</p>	<p>investigate the issues associated with urbanisation * (SOSE – PLF)</p> <p>outline possible solutions to the issues of urbanisation eg water restrictions* (SOSE – PLF)</p> <p>identify population distribution in Australia prior to and after European settlement and discuss the environmental factors associated with this distribution * (SOSE – PLF)</p> <p>using examples, explain how land use practices have impacted on a natural system eg damming, urban development, land clearance, tourism, agriculture * (SOSE – EAC)</p>

Outcomes	Research / monitoring	Issues and decision making	Community
<p><b>B2</b></p> <p><b>Environmental Awareness and Care (SOSE - EAC) – identify issues to do with value and care of places and collaboratively participate in an action project to address local community issues</b></p>			<p>identify and examine issues that may arise when people change the use of a place * (SOSE - EAC)</p> <p>investigate what happens when people’s actions affect other living things and places eg pollution, overuse of resources</p>

			* (SOSE - EAC)  collect and present information on local organisations that care for the environment eg Keep Australia Beautiful, Tidy Towns, scouts, fire service * (SOSE - EAC)
B4 <b>Place, Landforms and Features (SOSE – PLF) – examine and discuss the cause / effect relationship of physical forces in the formation of land features</b>  <b>Natural Systems (SOSE – NS) – describe and represent selected natural systems in terms of variations</b>	use maps and field observations to describe changes in a natural environment (SOSE – PLF)		
B5 <b>Environmental Awareness and Care (SOSE - EAC) – examine the economic, political and technical responses to issues arising from current resources and land use</b>		critically analyse and research a wide range of data on a current issue to develop an informed viewpoint in order to advocate recommendations and course of action * (SOSE – EAC)  research a local urban or community issue and devise / formulate an action plan * # (SOSE – EAC)	

<b>Outcomes</b>	<b>Caring for Places</b>
B1 <b>Environmental Awareness and Care (SOSE - EAC) – identify problems and cooperate to plan activities to care for</b>	describe ways people co-operate to care for places*# (SOSE - EAC)  select places in the community that need to be looked after eg sacred sites, world heritage sites*# (SOSE - EAC)

<p><b>places within their local community</b></p>	<p>identify and research a problem in the local environment to plan and carry out an appropriate course of action eg poster display to stop litter, assembly item, incentive plan*# (SOSE - EAC)</p>
<p>B2 <b>Environmental Awareness and Care (SOSE - EAC) – identify issues to do with value and care of places and collaboratively participate in an action project to address local community issues</b></p>	<p>identify a school or community issue and work cooperatively to formulate a solution eg participate in a project to identify wasted water in the community and take action to have repairs done * # (SOSE - EAC)</p>
<p>B3 <b>Place, Landforms and Features (SOSE – PLF) – describe and predict, from a scientific perspective, the impacts of changes in the physical environment and the universe</b></p>	<p>survey and describe different viewpoints of groups and individuals about people changing a natural system eg building a dam * # (SOSE – PLF)</p> <p>interview representatives from local environmental organisations about their purpose eg Landcare, Water Watch, Tangentyere Council * # (SOSE – PLF)</p>
<p>B4 <b>Constructive Learner: 4 (Con 4) – Identifies environmental and social issues within the local and global community and takes steps to promote change</b></p> <p><b>Environmental Awareness and Care (SOSE - EAC) - identify the key stakeholders in issues arising from current resources and land use</b></p>	<p>use the internet to assemble a comprehensive list of government / non-government organisations involved in land use and environmental issues and compare their stances eg Green Peace, Landcare, land councils, Energy Resources Australia *# (SOSE – EAC)</p>
<p>B5 <b>Environmental Awareness and Care (SOSE – EAC) – examine the economic, political and technical responses to issues arising from current resources and land use</b></p>	<p>research a local urban or community issue and devise / formulate an action plan * # (SOSE – EAC)</p>

