



## Program Overview

Using the geographic inquiry process, students will investigate how Bobbin Head can sustainably meet the diverse needs of an increasing local population. During the fieldwork day with Gibberagong EEC, students will undertake a range of activities to deepen their knowledge of the features, human uses and current issues facing the Bobbin Head area.

## Main Inquiry Question

How can Bobbin Head sustainably meet the diverse needs of an increasing population in the Hornsby area?

- How do people use Bobbin Head, now and in the past?
- What impact do users have on Bobbin Head?
- How can we meet the future needs of users in a sustainable way?

## Learning Experiences

NOTE: Students are expected to complete work prior

### Aboriginal Story

Students will learn the Aboriginal history of the area during a story which follows the fictional account of an Aboriginal child living in the area 500 years ago.

### Collecting photographic information

iPads will be used by the students to collect and process information about the Bobbin Head area using the Book Creator app. In particular, students will be acquiring and processing information about the natural features, human uses and human impacts of the picnic area and surrounding bushland.

### Historic Photo Investigation

Students will analyse historic photos from the Bobbin Head area and then complete a T-chart to compare what features are similar and different to the view today.

### Mapping

Using a satellite image of Orchard Park, students locate themselves on a map and use area reference to locate the main features of the park. Through this process, students will gain an increased understanding of the facilities of the park and what impacts increased visitation may have on the future needs of the area.

### Field Sketch

Students will apply the conventions of field sketches/line drawing to complete a field sketch of the natural and built features of the Bobbin Head area.

### Follow up

Students will then be expected to process the data they have acquired and communicate this information from the perspective of a park user (ie bike rider) in response to the effect of an increase in visitation.

## Key Syllabus Outcomes and Content

### Geography K-6

GE3-1, GE3-2, GE3-3, GE3-4

Factors that change environments

Students:

- investigate the ways people change the natural environment in Australia .....: (ACHGK026, ACHGK027)
- examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics e.g. land clearing

Humans shape places

Students:

- investigate how people influence places, for example: (ACHGK029)
- description of who organises and manages places e.g. local and state governments
- identification of ways people influences places and contribute to sustainability
- examination of a local planning issue; the different views about it and a possible action in response to it