



# EARTH'S CHANGING CLIMATE - Australian Curriculum Correlations - SECONDARY - Geography and History Syllabi

<b>YEAR</b>	<b>YEAR LEVEL FOCUS</b>	<b>GEOGRAPHY CURRICULUM TOPICS – Geographical Knowledge and Understanding Geographical Enquiry and Skills</b>	<b>CORRELATIONS TO “Earth’s Changing Climate”</b>
<b>Year 9</b>	<b>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world.</b>	<b>Biomes and food security</b> <ul style="list-style-type: none"> <li>Exploring environmental challenges to food production from land degradation (soil erosion, salinity, desertification), industrial pollution, water scarcity and climate change</li> <li>Identifying the impacts on food production from competing land uses, for example, urban and industrial uses, mining, production of food crops for biofuels, production of food crops for livestock, and recreation (ACHGK063)</li> </ul>	<ul style="list-style-type: none"> <li><b>Food, Water, and Climate Change</b></li> <li><b>Habitats and Climate Change</b></li> <li><b>Living with Climate Change</b></li> <li><b>Natural Cycles and Climate Change</b></li> <li><b>Oceans and Climate Change</b></li> <li><b>Understanding Climate Change</b></li> <li><b>Weather and Climate Change</b></li> <li><b>Wildlife and Climate Change</b></li> </ul>
<b>Year 10</b>	<b>The human-induced environmental changes that challenge sustainability.</b>	<b>Environmental change and management</b> <ul style="list-style-type: none"> <li>Identifying human-induced environmental changes, for example, water and atmospheric pollution; loss of biodiversity; degradation of land, inland and coastal aquatic environments; and discussing the challenges they pose for sustainability. (ACHGK070)</li> </ul>	<ul style="list-style-type: none"> <li><b>Earth’s Changing Climate (All 8 titles)</b></li> </ul>
<b>Year 10</b>	<b>Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources</b>	<b>Collecting, recording, evaluating and representing</b> <ul style="list-style-type: none"> <li>collecting geographical information from secondary sources, for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media (ACHGS073)</li> </ul>	<ul style="list-style-type: none"> <li><b>Understanding Climate Change</b></li> <li><b>Weather and Climate Change</b></li> <li><b>Natural Cycles and Climate Change</b></li> <li><b>Habitats and Climate Change</b></li> </ul>
<b>YEAR</b>	<b>YEAR LEVEL FOCUS</b>	<b>HISTORY CURRICULUM TOPICS – Historical Knowledge and Understanding</b>	<b>CORRELATIONS TO “Earth’s Changing Climate”</b>
<b>Year 8</b>	<b>Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change.</b>	<b>The Asia-Pacific world / Angkor/Khmer Empire (c.802 – c.1431)</b> <ul style="list-style-type: none"> <li>Outlining theories about the decline of the Khmer civilisation (for example the development of an unstable climate such as drought and monsoons; the rise of Theravada Buddhism; the arrival of the Black Death; and the breakdown of Angkor’s water management system)</li> </ul>	<ul style="list-style-type: none"> <li><b>Earth’s Changing Climate (All 8 titles)</b></li> </ul>



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YEAR	YEAR LEVEL FOCUS	HISTORY CURRICULUM TOPICS – Historical Knowledge and Understanding	CORRELATIONS TO “Earth’s Changing Climate”
Year 10	Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate change).	<b>The globalising world - The environmental movement (1960’s - present)</b> <ul style="list-style-type: none"> <li>explaining the responses of governments and organisations to environmental threats (for example New Zealand’s anti-nuclear policy, the United States’ Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia’s Great Barrier Reef Outlook Report (2009)</li> <li>evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007) (ACDSEH128)</li> </ul>	<ul style="list-style-type: none"> <li>Food, Water, and Climate Change</li> <li>Habitats and Climate Change</li> <li>Living with Climate Change</li> <li>Natural Cycles and Climate Change</li> <li>Oceans and Climate Change</li> <li>Understanding Climate Change</li> <li>Weather and Climate Change</li> <li>Wildlife and Climate Change</li> </ul>
YEAR	YEAR LEVEL FOCUS	SCIENCE CURRICULUM TOPICS – Science Understanding Science as a Human Endeavour	CORRELATIONS TO “Earth’s Changing Climate”
Year 10	Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.	<b>Earth and space sciences</b> <ul style="list-style-type: none"> <li>investigating how human activity affects global systems</li> <li>explaining the causes and effects of the greenhouse effect</li> <li>investigating the effect of climate change on sea levels and biodiversity</li> <li>considering the long-term effects of loss of biodiversity</li> <li>investigating currently occurring changes to permafrost and sea ice and the impacts of these changes</li> <li>examining the factors that drive the deep ocean currents, their role in regulating global climate, and their effects on marine life (ACSSU189)</li> </ul>	<ul style="list-style-type: none"> <li>Food, Water, and Climate Change</li> <li>Habitats and Climate Change</li> <li>Living with Climate Change</li> <li>Natural Cycles and Climate Change</li> <li>Oceans and Climate Change</li> <li>Understanding Climate Change</li> <li>Weather and Climate Change</li> <li>Wildlife and Climate Change</li> </ul>
Year 10	People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions	<b>Earth and space sciences</b> <ul style="list-style-type: none"> <li>considering the scientific knowledge used in discussions relating to climate change</li> <li>evaluating claims relating to environmental footprints (ACSSU194)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Climate Change</li> <li>Food, Water, and Climate Change</li> <li>Habitats and Climate Change</li> <li>Living with Climate Change</li> <li>Natural Cycles and Climate Change</li> </ul>



# EARTH'S CHANGING CLIMATE - Australian Curriculum Correlations - SECONDARY - Science Syllabus

<b>YEAR</b>	<b>YEAR LEVEL FOCUS</b>	<b>SCIENCE CURRICULUM TOPICS – Science as a Human Endeavour</b>	<b>CORRELATIONS TO “Earth’s Changing Climate”</b>
<b>Year 10</b>	<b>Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries</b>	<b>Nature and development of science</b> <ul style="list-style-type: none"><li>• considering how computer modelling has improved knowledge and predictability of phenomena such as climate change and atmospheric pollution (ACSHE192)</li></ul>	<ul style="list-style-type: none"><li>• <b>Understanding Climate Change</b></li><li>• <b>Weather and Climate Change</b></li></ul>
<b>Year 10</b>	<b>Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community</b>	<b>Nature and development of science</b> <ul style="list-style-type: none"><li>• considering the role of science in identifying and explaining the causes of climate change (ACSHE191)</li></ul>	<ul style="list-style-type: none"><li>• <b>Understanding Climate Change</b></li></ul>
<b>Year 10</b>	<b>People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions</b>	<b>Earth and space sciences</b> <ul style="list-style-type: none"><li>• considering the scientific knowledge used in discussions relating to climate change</li><li>• evaluating claims relating to environmental footprints (ACSSU194)</li></ul>	<ul style="list-style-type: none"><li>• <b>Understanding Climate Change</b></li><li>• <b>Food, Water, and Climate Change</b></li><li>• <b>Habitats and Climate Change</b></li><li>• <b>Living with Climate Change</b></li><li>• <b>Natural Cycles and Climate Change</b></li></ul>