



# NATURAL MARVELS - Australian Curriculum Correlations - SECONDARY SCHOOL - Geography Syllabus

YEAR	YEAR LEVEL FOCUS	GEOGRAPHY CURRICULUM TOPICS – Knowledge and Understanding	CORRELATIONS TO “Natural Marvels”
Year 8	<b>Unit 1: Landforms and landscapes</b>  <b>Different types of landscapes and their distinctive landform features</b>	<ul style="list-style-type: none"> <li>Identifying different types of landscapes (for example, coastal, riverine, arid, mountain and karst) and describing examples from around the world, including Antarctica</li> <li>Identifying some iconic landscapes in Australia and the world, and describing what makes them iconic</li> <li>Describing some of the different types of landforms within a landscape (ACHGK048)</li> </ul>	<ul style="list-style-type: none"> <li><b>Breathtaking Chasms</b></li> <li><b>Carved By Time</b></li> <li><b>Enchanted Landscapes</b></li> <li><b>Mountains of Fire</b></li> <li><b>Nature's Skyscrapers</b></li> <li><b>Fabled Waters</b></li> <li><b>Treasures of the Oceans</b></li> <li><b>Worlds Beneath Our Feet</b></li> </ul>
Year 8	<b>Unit 1: Landforms and landscapes</b>  <b>Human causes and effects of landscape degradation</b>	<ul style="list-style-type: none"> <li>Analysing the effects of erosion and sedimentation produced by human activities, including farming and recreation, on landscape quality</li> <li>Examining the effects of mining and quarrying, and urban development, on landscape quality</li> <li>Describing the effects of river regulation including dams, locks, channel straightening and drains, on riverine and wetland landscape quality</li> <li>Investigating the effects of the built elements of environments (for example, urban development, marinas and sea walls) on coastal landscape quality (ACHGK051)</li> </ul>	<p><b>All 8 volumes: “Natural Marvels”</b></p>
Year 8	<b>Unit 1: Landforms and landscapes</b>  <b>Geomorphic processes that produce landforms, including a case study of at least one landform</b>	<ul style="list-style-type: none"> <li>Describing the influence of folding, faulting or volcanism on a chosen landform.</li> <li>Researching the effects of rock type, weathering, erosion by water and wind, and transportation and deposition on the chosen landform. (ACHGK050)</li> </ul>	<p><b>All 8 volumes: “Natural Marvels”</b></p>
Year 8	<b>Unit 1: Landforms and landscapes</b>  <b>Ways of protecting significant landscapes</b>	<ul style="list-style-type: none"> <li>Identifying different views about the value of particular environments (for example, recreational, psychological, aesthetic and spiritual), and about the nature and extent of their protection, and discussing how this links to ideas about environmental sustainability.</li> <li>Investigating a significant landscape that is threatened by human activities and developing a proposal for the future of the landscape that takes account of the views of the diverse groups, including traditional owners, with an interest in its use or protection. (ACHGK052)</li> </ul>	<p><b>All 8 volumes: “Natural Marvels”</b></p>



# NATURAL MARVELS - Australian Curriculum Correlations - SECONDARY SCHOOL - Geography and Science Syllabi

YEAR	YEAR LEVEL FOCUS	GEOGRAPHY CURRICULUM TOPICS – Knowledge and Understanding	CORRELATIONS TO “Natural Marvels”
Year 8	<p><b>Unit 1: Landforms and landscapes</b></p> <p><b>Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</b></p>	<ul style="list-style-type: none"> <li>• Discussing the representation of landscapes in literature, song/music, film and art.</li> <li>• Analysing the role of geomorphic landforms and landscapes in tourism (for example, the Grand Canyon in the USA or Uluru in Australia) (ACHGK049)</li> </ul>	<b>All 8 volumes: “Natural Marvels”</b>
Year 9	<p><b>Unit 1: Biomes and food security</b></p> <p><b>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></p>	<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, sacred sites, urban and industrial uses, mining, production of food crops for biofuels, production of food crops for livestock, and recreation (such as golf courses).</li> <li>• Evaluating whether some ways of increasing food production could threaten sustainability. (ACHGK063)</li> </ul>	<b>All 8 volumes: “Natural Marvels”</b>
YEAR	YEAR LEVEL FOCUS	SCIENCE CURRICULUM TOPICS – Understanding and as a Human Endeavour	CORRELATIONS TO “Natural Marvels”
Year 9	<p><b>Earth and space sciences</b></p> <p><b>The theory of plate tectonics explains global patterns of geological activity and continental movement</b></p>	<ul style="list-style-type: none"> <li>• Recognising the major plates on a world map</li> <li>• Modelling sea-floor spreading</li> <li>• Relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries</li> <li>• Considering the role of heat energy and convection currents in the movement of tectonic plates</li> <li>• Relating the extreme age and stability of a large part of the Australian continent to its plate tectonic history. (ACSSU180)</li> </ul>	<b>All 8 volumes: “Natural Marvels”</b>
Year 9	<p><b>Nature and development of science</b></p> <p><b>Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community</b></p>	<ul style="list-style-type: none"> <li>• Investigating how the theory of plate tectonics developed, based on evidence from sea-floor spreading and occurrence of earthquakes and volcanic activity (ACSHE157)</li> </ul>	<b>All 8 volumes: “Natural Marvels”</b>