

# OVERVIEW



## Water in our World

## Year 7 Program

*Water in our World* is a day program in which students adopt the role of citizen scientists to investigate the possible causes of the decline in sea turtle populations in Moreton Bay. They observe different land uses and water flow of the Manly Foreshore area and record these on a map.

On the program day, students engage with the following sessions: water testing and sea floor assessment on board our vessel, Inspiration; mangrove exploration and water testing onshore; and survey land use and mapping water flow. Using scientific equipment and processes, students assess water quality and make comparisons at various sites.

Links are made between mangroves, seagrass and the health of water in Moreton Bay. Post program, students analyse and evaluate scientific data and other observations to determine the most significant impact to the Moreton Bay turtle population. Students recommend suitable strategies to address these problems.

### Curriculum Intent

#### Geography – Unit 1 Water in the World

##### Geographical Knowledge and Understanding

- Classification of [environmental resources](#) and the forms that water takes as a resource ([ACHGK037](#))
- The way that flows of water connects places as it moves through the [environment](#) and the way this affects places ([ACHGK038](#))

##### Geographical Inquiry and Skills

###### *Collecting, recording, evaluating and representing*

- Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate ([ACHGS050](#))

###### *Interpreting, analysing and concluding*

- Interpret 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](#))
- Apply geographical concepts to draw conclusions based on the analysis of the data and information collected ([ACHGS052](#))

###### *Reflecting and responding*

- 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](#))

##### General Capabilities

###### *Critical and creative thinking*

- Inquiring- identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions

###### *Numeracy*

- Interpreting statistical information

###### *Personal and social capability*

- Self-management



Moreton Bay

ENVIRONMENTAL EDUCATION CENTRE

*Inspiring Champions for the Bay*



Queensland  
Government

(07) 3906 9111

[www.moretoneec.eq.edu.au](http://www.moretoneec.eq.edu.au)  
[admin@moretoneec.eq.edu.au](mailto:admin@moretoneec.eq.edu.au)

# OVERVIEW



## Cross-curriculum Priorities

### *Sustainability*

- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival
- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

### **C2C: HASS Unit 2 'Water in the World'**

\*A Curriculum Activity Risk Assessment is available on request.



**Moreton Bay**  
ENVIRONMENTAL EDUCATION CENTRE  
*Inspiring Champions for the Bay*



**Queensland  
Government**

(07) 3906 9111

[www.moretoneec.eq.edu.au](http://www.moretoneec.eq.edu.au)  
[admin@moretoneec.eq.edu.au](mailto:admin@moretoneec.eq.edu.au)