## LEARNING OUTCOMES FOR YEAR 12 GEOGRAPHY

### NATURAL LANDSCAPES: SOUTH ISLAND HIGH COUNTRY

**What are the elements that make up a natural landscape?**

By the end of this section of work students will be able to:

1. **Write** a definition of the term natural landscapes.
2. **Identify** the four main elements of a natural landscape
3. **Explain** an interaction that exists between each of the elements.
4. **Identify** examples of the four main elements of a natural landscape in the SIHC.
5. **Explain** an interaction that exists between each of the elements by applying this to the N.Z. setting [SIHC].

**Why do natural landscapes vary from place to place?**

By the end of this section of work students will be able to:

1. **Locate** on a world map 6-7 distinct natural regions [see list below]
2. **Explain** the terms:
   - Rainforests
   - Savanna
   - Desert
   - Temperate forest
   - Temperate grasslands
   - Taiga
   - Tundra
3. **Describe** a global pattern and explain the processes and links within it.
4. **Identify** how the Eastern High Country and the Western High Country vary from each other.
5. **Explain** how and why the Eastern High Country and the Western High Country vary from each other.

**In what ways do particular processes give rise to particular landforms?**

By the end of this section of work students will be able to:

1. **Draw** a geological cycle
2. **Explain** what orogenesis and denudation are.
3. **Identify** 6 main landforms and the processes responsible for them.

**In what ways do particular climates give rise to particular natural landscapes?**

By the end of this section of work students will be able to:

1. **Explain** the role that climate has played in the formation of the South Island High Country

**How do natural landscapes evolve through time?**

By the end of this section of work students will be able to:

1. **Draw** a flow chart that explains how the SIHC evolved through time.

**In what ways does human activity affect natural landscapes?**

By the end of this section of work students will be able to:

1. **Explain** a Current Geographic Issue relating to a skifield development in the SIHC.
2. **State** 6 examples of how human activity has affected the natural landscapes of the SIHC.
3. **Describe** the ways in which human activity affects a natural landscape
## NATURAL LANDSCAPES: AMAZON BASIN

### What are the elements that make up a natural landscape?

By the end of this section of work students will be able to:
1. **Describe and explain** the characteristics of the natural landscape of the Amazon Basin.
2. **Identify** the four main elements of the natural landscapes of the Amazon.
3. **Describe** the soil and vegetation characteristics in the Amazon basin.
4. **Explain** interactions between soil and vegetation in the Amazon.

### Why do natural landscapes vary from place to place?

By the end of this section of work students will be able to:
1. **Identify** variations that exist within the Amazon Basin’s Natural Landscape.
2. **Explain** why variations exist within the Amazon Basin’s Natural Landscape.

### In what ways do particular processes give rise to particular landforms?

By the end of this section of work students will be able to:
1. **Explain** how fluvial and tectonic processes have contributed to the natural landscapes of the Amazon Basin.

### In what ways do particular climates give rise to particular natural landscapes?

By the end of this section of work students will be able to:
1. **Explain** the role of climatic processes and the water cycle in the Amazon Basin.
2. **Explain** the role of the ITCZ.
3. **Identify** and explain three types of rainfall.
4. **Explain** the role of Evapo-transpiration
5. **Draw** a Climograph
6. **Explain** interactions between climate and vegetation.

### How do natural landscapes evolve through time?

By the end of this section of work students will be able to:
1. **Explain** how the Amazon Basin has evolved through time.

### In what ways does human activity affect natural landscapes?

By the end of this section of work students will be able to:
1. **Describe** ways in which human activity affects the natural landscape of the Amazon Basin.
## Urban Settlements

### What are urban settlements and why do they exist?

By the end of this section of work students will be able to:

1. **Describe** a global pattern and explain the processes and links within it.
2. **State** why urban areas exist in New Zealand.
3. **Explain** the term “hierarchy of settlements” using New Zealand examples.
4. **Locate** New Zealand’s cities.
5. **Explain** the reasons for the site of New Zealand’s cities.
6. **Analyse** a city in terms of form and function.
7. **Use** Proportional circles as a statistical mapping technique.

### How do urban settlements interact with their hinterland and with other urban settlements?

By the end of this section of work students will be able to:

1. **Plan and carry out** a geographic inquiry [with guidance] into Leeston as an urban settlement.
2. **Explain** how an urban settlement interacts with it hinterland.
3. **Draw** a ray diagram of movement and interaction between Leeston, Ch-Ch and surrounding settlements for shopping items.

### Why do urban settlements grow or decline?

By the end of this section of work students will be able to:

1. **Write** a series of generalisations about the reasons for growth/ decline of urban settlements.
2. **Identify** reasons for the growth/ decline of Ch-Ch & Leeston.
3. **Explain** the role of processes such as urbanisation & industrialisation in the growth/ decline of urban areas.
4. **Explain** Urban-Rural; Rural-Urban Drift; Interurban, Intra-urban migration; Push-Pull factors.

### What are the different patterns within urban settlements- social, economic, structural?

By the end of this section of work students will be able to:

1. **Apply** one of the following landuse models to Leeston and CH-CH:
   - Burgess, Hoyt, Harris & Ulmann
2. **Define** the following processes:
   - Agglomeration
   - Industrialisation
   - Cumulative causation
   - Urbanisation/ sub-urbanisation
   - Urban decay
   - Gentrification
3. **Identify** which processes are responsible for patterns within a settlement.

### What processes give rise to these different patterns?

By the end of this section of work students will be able to:

1. **Explain** the different patterns within an urban settlement.

### How do patterns vary in different urban settlements?

ELLESMERE COLLEGE GEOGRAPHY. 2000
By the end of this section of work students will be able to:
1. Explain reasons for the variations in patterns within an urban settlement.

To what extent can the growth or decline of urban settlements be controlled?
By the end of this section of work students will be able to:
1. Explain the extent to which the growth or decline of urban settlements can be controlled.

YOU WILL BE ASSESSED ON:

Your ability to:
1. Present on a poster the answers to three of the focusing questions for this unit as applied to a global city.
2. Present and explain two important geographic ideas that relate to a global city on a poster.
3. Explain the nature, patterns and growth of an urban settlement.
4. Explain how an urban settlement interacts with its hinterland.
5. Explain different patterns within an urban settlement.
6. Explain the extent to which the growth or decline of an urban settlement can be controlled.
### Inequalities in Development

#### What is development?

By the end of this section of work students will be able to:

1. **Describe** and **explain** inequalities in development.
2. **Explain** reasons for, and consequences of, inequalities of development.
3. **Display** on a map the global pattern of development.
4. **Describe** a global pattern and explain the processes and links within it.

#### In what ways may inequalities in development be measured?

By the end of this section of work students will be able to:

1. **Describe** the ways that inequalities can be measured.
2. **Determine** the relationship [positive, negative or other] that exists between two sets of data relating to development.
3. **Explain** what is meant by standard of living.
4. **Name** four indicators of development.

#### What kinds of inequalities are there between nations?

By the end of this section of work students will be able to:

1. **Describe** and **explain** inequalities in development that exist between nations.
2. **Explain** reasons for, and consequences of, inequalities of development between nations.

#### What kinds of inequalities are there within nations?

By the end of this section of work students will be able to:

1. **Describe** and **explain** inequalities in development that exist within nations.
2. **Explain** reasons for, and consequences of, inequalities of development within nations.

#### How do natural and cultural factors contribute to spatial inequalities?

By the end of this section of work students will be able to:

1. **Explain** why inequalities in development change over time.
2. **Explain** reasons for, and consequences of, inequalities of development.

#### How do internal and external forces change spatial inequalities?

By the end of this section of work students will be able to:

1. **Explain** why inequalities in development change over time.
2. **Explain** reasons for, and consequences of, inequalities of development.

#### YOU WILL BE ASSESSED ON YOUR ABILITY TO:

1. **Describe** and **explain** inequalities in development.
2. **Describe** the ways that inequalities can be measured.
3. **Explain** reasons for, and consequences of, inequalities of development.
4. **Explain** why inequalities in development change over time.
5. **Determine** the relationship [positive, negative or other] that exists between two sets of data relating to development.