



LEVEL 1 GEOGRAPHY

Living in the Anthropocene Age

1GEO

What is this course about?

Earth is our home and we owe it to ourselves to know more about it and understand how it works!

*"While arriving only recently in Earth's timeline, humans are driving major changes to the planet's ecosystems. Even now, the basic requirements for human life - air, water, shelter, food, nature and culture - are being rapidly transformed by the billions of people on the planet. These changes have become so noticeable on a global scale that scientists believe we are living in a new chapter in Earth's story: **the Anthropocene**. (Smithsonian Magazine)*

"Study geography because it provides a window into the complexity of our world, and it is only by thinking through complexity that we can successfully act to shape the world that is our home." [NZGS Why study geography?](#)

This course would appeal to students interested in a study of the Earth, an interpretation of the world and how it changes over time. It explores relationships and interconnections between people and their environments (te taiao). Geography investigates the ways in which features (things) are arranged on the earth's surface. It examines the processes that create the earth's features and describes the patterns in which these features occur. "What Is Where, Why There, and Why Care?" (Charles F. Gritzner (2002)

"The world is now officially 1.09°C warmer than it was some 150 years ago and climate change is becoming more and more evident across all continents and oceans. Even at this level of warming, some changes – including rising seas and melting glaciers – are now irreversible and set to roll on for hundreds, even thousands of years. [The Spinoff](#)

Useful links [Geography The Science of Our World](#), [Geography: What is it for?](#), ["Why should I be interested in geography"](#) or [Why Study Geography?](#) and [Careers and Skills in Geography](#)

This course offers 5 L1 Numeracy credits and 5 L1 Literacy credits

What sorts of things will I do?

Geography students investigate connections between place and space at local, regional, national, and global scales. The Māori world view (te ao Māori) acknowledges the interconnectedness and interrelationship of all living & non-living things.

Explore "People & Places," a global scale study of our world which includes both physical and human geography. This may include biomes (tropical rainforests, tundra), physical (canyons, karst) and cultural (megacities, inequalities) landscape studies.

Understand "Earth Processes," these may range from a global scale (wind & ocean systems), earthquake, cyclone, volcano and tsunami processes to a local area marine and fluvial process study. What were the implications of events such as Cyclone Hale & Gabrielle, the Boxing Day tsunami, Tohoku earthquake and tsunami?

Geography analyses and considers the consequences of differences in "Perspective and Power" and how these may influence the natural and cultural environment. What are the viewpoints on and significant consequences of the Pakari-Mangawhai and South Taranaki Bight seabed mining, 1080 Poison or Kauri Dieback as contemporary New Zealand geographic issues. How can these conflicts be resolved? People's decisions impact the environment, conversely environments influence decisions. A holistic and multi-generational worldview can help us as geographers to explore sustainable practices, and to protect our natural and cultural resources. This is important for us as citizens of the Anthropocene.

As tangata whenua of Aotearoa and global citizens we must develop geographic literacy (What is where? Why there? Why care? Implications?). This can be done through the interpretation of information presented in a variety of ways and

the use of spatial analysis tools. We use Google Earth, ArcGIS and Survey123 as digital tools to map and simulate the potential effects of a tsunami on the North Shore. Aotearoa New Zealand is subject to a diverse range of natural processes and phenomena which give results in unique environments. This allows us an opportunity to study earthquakes (Kaikoura, Christchurch, volcanic landscapes or coastal areas to develop an understanding of how natural processes shape environments. This deepens our understanding of, and connection to te taiao.

Learning capabilities/ critical skills

Significant Learning

- Explore scientific knowledge and pūrākau (traditional narratives) to understand how te taiao is shaped and formed
- Investigate how natural processes shape and transform te taiao, influencing its ecology and landscapes
- Examine the environmental and societal consequences resulting from natural processes within te taiao
- Explore how te taiao influences the spatial distribution of communities and their settlements, shaping cultural practices and resource management
- Analyze the deep connections and relationships tangata whenua (Indigenous people) have with significant places within te taiao

Nga Rau o Te Whariki o ASHS

Rangatiratanga (self-determination) supports ākonga to achieve. Thinking and meaning-making are promoted. Learning is meaningful and connected.

To experience success, students will have opportunities to develop their learning dispositions through:

Engagement:

- Actively participate in following teaching instructions, accessing and utilising resources during class, at home, and in self-directed learning.
- Engaging with new learning materials and demonstrate effort in activities and tasks.
- Seeking clarification on learning objectives, assessment criteria, and their personal learning needs.

Managing self:

- Setting personal learning goals and create plans to achieve them.
- Be punctual, prepared, and actively use platforms like Google Classroom.
- Meeting milestones and collaborating with teachers to establish timelines and deadlines for tasks.

Learning relationships:

- Demonstrating effective communication skills and relate well to others.
- Enhancing their learning through questioning, dialogue, discussions, and group work.
- Developing partnerships with teachers and peers to support their learning journey.

What standards can I enter?

Your teacher will work with the whole class and with you to devise a learning programme that is responsive to your strengths, interests, and one that sets you up to aim high and achieve your potential.

NCEA	Standard Number	Name of standard	Assessment Mode	Credits	Timeframe
INT	AS91932 (1.1)	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao. This AS offers 5 L1 Literacy credits.	Optional Presentation / Poster/Report	5	Term 2
INT	AS91933 (1.2)	Explore te taiao using data This AS offers 5 L1 Numeracy credits.	Optional Presentation / Poster/Report	5	Term 3
ASHS Assessed		Understanding Geographic Concepts and how factors & processes contribute to a spatial distribution such as Tropical Rainforests, Fold Mountains or Earthquakes.	Optional Presentation / Poster/Report		Term 1

A Level 1 Geography fieldtrip to Devonport is done during term 3. This incurs a transport cost of \$20 - \$30.