



Stage 2 – Geography Significant Environments

Wyrrabalong National Park, Bateau Bay

Program Overview

Wyrrabalong National Park is a spectacular and important area of land for plants and animals. Students will be guided through the geography inquiry process to answer questions about the national park's history and features, observe how the national park is used by different people and discuss why it should be protected.

Key Questions

1. What features of this National Park make it unique?
2. How is this National Park being used by people?
3. Why should this National Park be protected?

Learning Experiences & Content

Geographical Tools

Students will use a map to follow their path through south Wyrrabalong National Park and use other geographical tools such as field sketches and annotated diagrams to collect data about the natural features of the area and how animals and people use the park.

Bushwalk through Wyrrabalong National Park

The bushwalk allows students to locate different habitats and record tracks and traces of animals. They will investigate two different types of Eucalypt Forests. Water colour pencils, scratch art and diagrams will be used to observe the different types of plants.

Crackneck Lookout

From the lookout students will make a sketch and use a map to determine location. Crackneck is great place to observe migrating whales (north) between June/July and (south) between September/October. Students will be shown how to identify the difference between Humpback Whales and Southern Right Whales and use binoculars to hopefully make a sighting.



Exploration of Bateau Bay Beach

Students will collect human-made and natural items from the beach and make their own map of where they walked in the park. They will also discuss how Aboriginal Peoples used the natural environment, discuss human impacts (stormwater) and see freshwater trickling from a natural spring.



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Outcomes

Geography K-6

- ✿ **GE2-1** examines features and characteristics of places and environments.
- ✿ **GE2-2** describes the ways people, places and environments interact.
- ✿ **GE2-3** examines differing perceptions about the management of places and environments.
- ✿ **GE2-4** acquires and communicates geographical information using geographical tools for inquiry.

Geography Content

This program explicitly teaches: **Significance of Environments**

Students:

- ✿ investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (**ACHGK021, ACHGK022, ACHGK024**).
 - identification of types of natural vegetation eg forests, grasslands, deserts **VR**
 - explanation of the importance of natural vegetation to animals and the functioning of the environment e.g. provision of habitats, production of oxygen **F** 🌿 ⚙️

Supports: Perception of environments

Students:

- ✿ investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: (**ACHGK022, ACHGK023, ACHGK024**) 🖐️ 🌿 ⭐
- ✿ description of how custodial responsibility for Country/ Place influences Aboriginal and Torres Strait Islander Peoples' views of the environment. 🖐️ 🌿 📖



This program also supports:
Science Stage 2 – Outcomes

A student:

- **ST2-4LW-S** compares features and characteristics of living and non-living things