



# Stage 2 – Geography Significant Environments

Bouddi National Park, Putty Beach

## Program Overview

Bouddi National Park is a spectacular and important area of land for plants and animals. During the day, students will explore Bouddi National Park's beautiful diverse landscapes. Students will discuss its history and features, observe how the National Park is used by different people and discuss why the area should be protected.

## Key Questions

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

## Learning Experiences & Content

### Geography Inquiry Process

Students will be guided through the geography inquiry process to answer questions about Bouddi National Park. They will use geographical tools such as surveys, maps and art activities to collect data about the natural features of the National Park and how animals and people use the area. There will be a focus on how Aboriginal Peoples sustainably manage local Country.

### Exploration of Putty Beach

Students will collect 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 and discuss human impacts (stormwater).

### Coastal Walk – Putty Beach to Gerrin Point Lookout, 2.4km return

Students will bushwalk along the coastal track, discovering the tessellated pavement and native flora and fauna along the way.

There will be an opportunity for students to view the site of PS Maitland shipwreck and learn the history of its tragic sinking. They will discuss management of National Parks, e.g. Marine Extension, fire, erosion and human impacts.



Gerrin Point Lookout is a great place to observe migrating whales (North) between June/July and (South) between September/October. Students will be told how to identify the difference between Humpback Whales and Southern Right Whales.

Students will use water colour pencils, scratch art, diagrams and surveys to record their experience in their own science journal (provided by Rumbalara).



# Stage 2 – Geography

## Significant Environments

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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:

- **ST2-10LW** describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features.
- **ST2-11LW** describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.