



# Stage 3 – Geography Factors That Shape

Katandra Reserve, Holgate

## Program Overview

The Geography Inquiry Process will be used to investigate how people have changed the natural environment at Katandra Reserve. Different vegetation types will be observed on a walk that leads to a rainforest. Students will formulate ideas for managing the reserve in the future.

## Key Questions

1. How have people used and changed Katandra Reserve over time?
2. How could population increase on the Central Coast affect our local nature reserves?
3. What are the key characteristics of Katandra Reserve?
4. How do people manage Katandra Reserve and how are people affected by these management systems?

## Learning Experiences & Content

### Geographical Tools

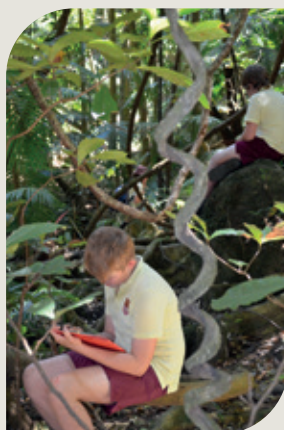
Students will use binoculars, a compass and past and present maps of the Central Coast to discuss uses of Katandra Reserve through time. They will observe spatial distributions patterns, identify wildlife corridors and locate rainforest habitat.

### Local Planning Issues

The Coastal Open Space System (COSS) helps with the management of rainforests and nature reserves in the Gosford region. Student's will consider perspectives of different stakeholders affected by COSS e.g. conservationists, recreational users, developers, local landholders and bush care volunteers. They will also discuss Aboriginal Peoples connection to local Country, and how population increase in the Gosford region, could impact the local environment.

### Animals of Katandra

Investigate the animals of Katandra through a fun activity that helps students to discover tracks, scats and other traces. Students will discuss how plants and animals are impacted by changes to the natural environment.



### Rainforest Discovery Walk

A walk from St Johns Lookout to Seymour pond will allow students to see changes in the vegetation. They will trace their path on a map and use iPads (provided by Rumbalara) to take photos of human impact. Students will record data on the characteristics of rainforest and eucalypt forests using illustrations and field work instruments.



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## Outcomes

### Geography K-6

- ✿ **GE3-1** describes the diverse features and characteristics of places and environments.
- ✿ **GE3-2** explains interactions and connections between people, places and environments.
- ✿ **GE3-3** compares and contrasts influences on the management of places and environments.
- ✿ **GE3-4** acquires, processes and communicates geographical information using geographical tools for inquiry.

### Geography Content

This program explicitly teaches: **Humans shape places**

Students:

- ✿ investigate how people influence places, for example: (**ACHGK029**).
  - description of who organises and manages places e.g. local and state governments. 🇺🇸
  - identification of ways people influence places and contribute to sustainability e.g. roads and services, building development applications, local sustainability initiatives. **F ST** 🌱 🌟
  - examination of a local planning issue; the different views about it and a possible action in response to it. ⚖️ 🎓 🇺🇸



This program also supports:  
**Science Stage 3 –  
Living World Outcomes**

Living things have structural features and adaptations that help them to survive in their environment. (**ACSSU043**)

A Student:

- **ST3-10LW** describes how structural features and other adaptations of living things help them to survive in their environment.