### Place and Liveability

In this unit student will focus on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. **Place and liveability** develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Duration (weeks)</th>
<th>Assessment Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit student will focus on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. <strong>Place and liveability</strong> develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.</td>
<td>10 weeks</td>
<td>Assignment: Research Task</td>
<td>Thursday 29th November (Week 8)</td>
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</tbody>
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### Literacy Components
- **Speaking and Listening:** Presenting information and ideas to class and groups
- **Reading & Viewing:** Reading information about case studies and viewing other material
- **Writing & Designing:** Students design and create responses to stimulus using geographical terminology and text structures

### Numeracy Components
- **Number:**
- **Algebra:** Recognising and using patterns and relationships
- **Measurement:**
- **Space:** Using spatial reasoning
- **Chance & Data:** Interpreting statistical information

### ICT/Technology Components
- **Select and use ICTs in the processes of inquiry and research:** Students will use Internet database to access stimulus materials
- **Select and use ICTs to create a range of responses to suit the purpose and audience:**
- **Select and use ICTs to collaborate and enhance communication for an identified purpose and audience:**
- **Develop and apply ethical, safe and responsible practices when working with ICTs:**
- **Use a range of advanced ICT functions and applications:** Students will be exposed a range of digital applications to access content