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Built from the ground up

Pearson Geography has been created from the ground up for the Australian Curriculum: Geography, Years 7–10. It has been written and reviewed by a team of over 20 trained and qualified geography teachers from across Australia, ensuring its currency to teach students in the 21st century.

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How to use this book

Pearson Geography has been designed for the Australia Curriculum: Geography course. It includes content and activities that enhance the development of the Year 9 achievement standards within the two interrelated strands of Geographical Knowledge and Understanding and Geographical Inquiry and Skills.

Pearson Geography units are either two or four pages in length, designed to be completed in a lesson. Content is presented through a range of contexts to engage and assist students. Pearson Geography has an engaging design and it uses clear, easy-to-understand language, which makes this a valuable resource for students of all interests and abilities.

Units
Each chapter of the Student Book is divided into units. Units have been written to develop students' knowledge and understanding of the concepts, skills and processes central to the study of Geography at this level. Unit are written to ensure both strands—‘Knowledge and Understanding’ and ‘Inquiry and Skills’ are interrelated as specified by the Australian Curriculum: Geography.

Skills builder
Skills builders are embedded in selected units and concentrate on key geographical skills.

Activity Book link
Use this icon to access an Activity Book worksheet that will consolidate and extend students' learning.

Chapter opener
The chapter opener image is designed to engage students and provide a visual stimulus to the chapter themes. Also included is an introduction to the chapter and Key Ideas that link the chapter to the Australian Curriculum: Geography. A glossary provides a ready reference for students to the key concepts and terms in the chapter.

Did you know?
Throughout the Student Book, these boxes give additional information and are designed to engage curious learners.

Spotlight
These features focus attention on a place, an issue or a concept relating to the unit.

Activities
Each unit ends with a set of activities under selected headings from Bloom's Taxonomy of Cognitive Processes.

The activities include questions that guide students towards an understanding of the material covered and will extend them in a variety of learning experiences. The activities have been carefully selected to cater for the full range of students. The activities provide an opportunity for students to engage with important geographical issues from a range of perspectives.
in Figure 2.56. Cotton lint, which is found inside the cotton species, is now grown in seventy-five countries, covering about 30 million hectares of the world’s agricultural lands. The major cotton-producing nations include China, India, Pakistan, and the United States. Cotton is a tropical crop that thrives in warm climates with plenty of sunshine. Cotton plants prefer hot summers with low humidity and have a large amount of capital, labour and technology used in the production process. Intensive agriculture is the farming of a small amount of food and other agricultural products, including fibres (such as cotton).

Types of agriculture

Figures 1.17 to 1.22 provide examples of different types of agriculture. Most plantation crops are found in the tropical forest, and have a high investment of capital and technology. Intensive agriculture involves the use of machinery, water and chemicals to produce huge amounts of food and other agricultural products, including fibres (such as cotton). Traditional subsistence agriculture involves people growing their own food, and has a great impact on the biophysical environment. Soils, water, and little humus with very fine minerals are important factors affecting the interpretation: Agriculture

DID YOU KNOW?

- In the field: Investigating soils

Investigating soil texture

Step 1

Take a small handful of soil and pick out any stones or lumps (soil breaks into. The arrangement of the soil is. It is determined by the particle sizes of the soil is. It is determined by the particle sizes of the smallest particles are clay, which are less than 0.002 millimetres. This is shown in Figure 4.22. The proportions of different particle sizes in a soil define its texture (such as sandy, loam, or clay). The texture of soil affects its ability to hold water and nutrients, and how easily it can be worked. To determine the texture of a soil:

- Mix the soil with water to form a slurry.
- Let it sit for a while, and then pour off the water.
- Feel the soil for a moment, and then let it fall into a small dish or cup.
- Each horizon and label it on the sketch. Indicate the arrangement of the horizon layers and the characteristics of each horizon.

Step 2

You need to be carefully cleared by pulling aside the plants or, if necessary, removing a few to reveal the soil at their roots.

Activity 1

Examine both sides. Have the people on each side of the horizon layers and the characteristics of each horizon.

Identify each horizon and label it on the sketch. Indicate the arrangement of the horizon layers and the characteristics of each horizon.

Review and reflect

At the end of each of the three sections of the Student Book, ‘Review and reflect’ activities enable students to revise the key concepts and skills developed the text and complete higher order tasks. Students are encouraged to reflect on their own learning—to challenge their existing thinking and to refine their values and attitudes.