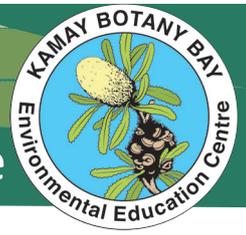


Kamay Botany Bay EEC

Stage 4 - Landscapes and landforms excursion outline



Geography field work at Kamay Botany Bay NP Kurnell

Botany Bay has been a vital part of our landscape for many thousands of years. It played a key role in the lives of Indigenous Dharawal People living in the area, the early European Settlers, and is important to many thousands of people today. This Geographical Inquiry will focus on the environmental and human processes that form and transform landscapes and landforms, with a particular focus on Cape Solander and Bonna Point.

Learning Activities:

Site 1: Cape Solander. Students will complete fieldwork activities including:

- field sketch
- taking abiotic measurements
- interpreting topographic and aerial maps and completing a cross section
- identifying processes

Site 2: Kamay Botany Bay National Park, Kurnell. Students will complete fieldwork activities including:

- investigating landscape features and processes
- identifying human impact transforming the landscape
- valuing of places, landscapes and landforms

Syllabus Links

Geography Syllabus Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-5 discusses management of places and environments for their sustainability

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

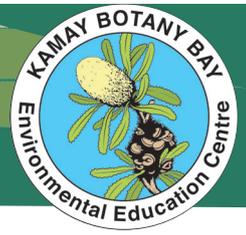
Pre visit activities: included on the worksheets. These activities will enhance the students' understanding of the study sites

Post visit activities: students could create a presentation at school using the data and knowledge from the fieldwork

Location	Kamay Botany Bay National Park, Kurnell
Bus booking	Drop off and pick up at The Visitor Centre, Kamay Botany Bay National Park
Timing	Ideally schools should allow 4 hours for the program, including meal and toilet breaks.
Bring	Medications, food, water, sunblock, hats and wet weather gear (nb the EEC is bin free, rubbish is to be taken home, however fruit scraps will be collected for worm farm).
Appropriate dress	Students should wear clothing/shoes suited to working in an outdoor environment and appropriate to the season.
Staffing	The EEC complies with NSW DEC policy for a student/adult ratio of 15:1 for bushwalking. Parent helpers welcome, no pre-schoolers.
Extreme or wet weather	May result in the excursion being modified, postponed or cancelled. An out of hours contact number will be supplied in your booking information.
Medical or special needs	Please notify EEC staff at time of booking
Risk Management Guidelines	Will be provided at the time of booking
Excursion Pack	Teacher background notes and digital worksheets will be provided (NB worksheets must be printed and brought on the day).

Kamay Botany Bay EEC

Stage 4 - What lies beneath excursion outline



Pre visit activities:

Students view a YouTube Clip 'Welcome to Kamay Botany Bay EEC', in which EEC staff introduce themselves and explain the significance of the Kamay Botany Bay National Park site.

In class, students complete readings on the History of Kamay Botany Bay National Park (that includes environmental and human occupation history) and answer comprehension questions

Site visit activities:

Students will explore and investigate the site to gather geographical and historical evidence to make the case to have the site listed on the UNESCO World Heritage list

Post visit activities:

Using geographical data and historical sources from your visit to Kamay Botany Bay National Park, prepare a desktop-published article that outlines the reasons for your decision regarding **the** UNESCO World Heritage site listing of the park. Include the following:

- a management summary of the decision, including an evaluation of the geographical and/or historical significance of the site
- the UNESCO World Heritage Site selection criteria used
- the impact of your decision for the Indigenous and non-Indigenous communities.

The response should be no more than 2 A4 pages in length.

Students can be encouraged to upload their articles with photographs to the EEC's blog.

Booking information