TOPIC 15
Geographical inquiry: Biomes and food security

15.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

15.1.1 Scenario and your task

Everyone in the world depends completely on the Earth's biomes for the services they provide — from our food and water supply to the regulation of our climate. Over the past 50 years, people have had a more rapid and more extensive impact on these biomes than during any other time in human history. Our demand for food, water, fibres, timber and fuel has driven these changes. The results have contributed to improvements in human wellbeing and economic development, but there has also been detrimental change to many of our major food-producing biomes.

Your task

Your team has been selected to create a website that not only grabs people's attention but also informs them of the importance of one particular biome as a producer of food, and the current threats to food production. Looking into the future, you will also suggest more sustainable ways of managing this biome.

15.2 Process

- Watch the introductory video lesson. You can complete this project individually or invite members of your class to form a group.

15.2.1 Process

You will need to research the characteristics of a biome and address the following four key inquiry questions:
- What is the biome and what are its characteristics and distribution across the world's spaces?
- How can we sustainably feed future populations using this biome?
- In what ways has food production changed this biome? Include examples and/or case studies.
- What are the main types of food production in this biome? How are foods produced?
  Each group should decide how to divide the workload so that each of the four inquiry questions is studied.

15.2.2 Collecting and recording your information and data

- Once you have chosen your biome and divided the key questions among the team, it is time to start researching information. For your own key question, break it down into several minor questions that can become subheadings to form the structure of your research. As a group, check each person's research structure to ensure that it follows the inquiry sequence.

When researching, look for maps, graphs and images that support your key question or that of another team member. You should also look for data or statistics that you can show visually in the form of maps, diagrams or graphics.

15.2.3 Analysing your information and data

- Once you have researched and collected relevant information, you need to review it, ensure that you understand the material and then use it to answer your key questions. From maps and graphs, describe any patterns or trends that you identify. If using photographs, write clear annotations for each one, highlighting particular features.
- Access the website model and website-planning template from the Resources tab to help you build your website as well as images and audio files to help bring your site to life.
- Use the website-planning template to create design specifications for your site. You should have a home page and at least three link pages per topic. You might want to insert features such as 'Amazing facts' and 'Did you know?' into your interactive website. Remember the three-click rule in web design — you should be able to get anywhere in a website (including back to the homepage) with a maximum of three clicks.

15.2.4 Communicating your findings

- You will need to access FrontPage, Dreamweaver, iWeb or other website building software to build your website. Remember that less is more with website design. Your mission is to engage and inform people about a topic they may never have thought about. You want people to take the time to read your entire website.

15.3 Review

online only

15.3.1 Review

The Review section contains a range of different questions and activities to help you revise and recall what you have learned, especially prior to a topic test.