

Revised Draft Foundation to Year 12 Australian Curriculum:

Geography

August 2012

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Rationale and Aims

Rationale

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. Geography uses the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and actively participate in shaping a socially just and sustainable future.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, and the range of views about relationships between people and environments.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and well-being can be sustained. The concept of scale helps them explore problems and look for explanations at different levels (for example, local or regional). The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them how to ask distinctively geographical questions, plan an inquiry, collect, evaluate analyse and interpret information and suggest responses to what they have learned. They undertake fieldwork, the mapping and interpretation of data and spatial distributions, and the use of spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Aims

The F-12 Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia-Pacific region and the world
- the ability to think geographically, using geographical concepts
- competent, critical and creative use of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally sustainable, economically resilient and socially just world

Organisation

Content structure for Foundation to Year 12

Strands

The F-12 Australian Curriculum: Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Geographical Knowledge and Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested. Opinions and conclusions must be supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between items of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical Inquiry and Skills

Geographical Inquiry is a process by which students learn and deepen their understanding. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographic context.

Geographical Skills are the techniques that geographers use in their investigations, both in fieldwork and the classroom. Students learn to think critically about the methods used to obtain information, represent, analyse and interpret it and communicate findings. Key skills developed through the Australian Curriculum: Geography include formulating a question and research plan, recording and data representation skills, using a variety of spatial technologies and communicating with appropriate geographical vocabulary.

Geographical skills are described in the curriculum under five sub-headings representing the stages of a complete investigation. Over each two-year stage students should learn the methods and skills specified for that stage, but it is not intended that they should always be learned in the context of a complete inquiry. Teachers could, for example, provide students with data to represent or analyse rather than have them collect the information themselves. Inquiry does not always require the collection and processing of information: the starting point could be a concept or an ethical or aesthetic issue, which can be explored orally. Many inquiries should start from the observations, questions and curiosity of students. Inquiry will progressively move from more teacher-centred to more student-centred as students' develop cognitive abilities and gain experience with the process and methods across the years of schooling.

The stages of an investigation are:

Observing, questioning and planning: Identifying an issue or problem and developing geographical questions to investigate the issue or find an answer to the problem.

Collecting, recording, evaluating and representing: Collecting information from primary and/or secondary sources, recording the information and evaluating it for reliability and bias.

Analysing and concluding: Making sense of information gathered, identifying order, diversity, trends, patterns, anomalies, generalisations and cause and effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry. Interpreting the results of this analysis and developing conclusions.

Communicating: Communicating the results of investigations using combinations of methods (written, oral, audio, graphical, visual and mapping) appropriate to the subject matter, purpose and audience.

Reflecting and responding: Reflecting on the findings of the investigation, what has been learned, the process and effectiveness of the inquiry and any actions that has been or should be taken. Evaluating what has been learned against the criteria of environmental sustainability, economic costs and benefits and social justice.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The *Geographical knowledge and understanding* strand is developed year by year and provides the contexts through which particular skills are developed. Following the Foundation year the *Geographical inquiry and skills* strand mostly has common content descriptions for each two-year band of schooling, but with elaborations specific to each year to support the changing content of the *Geographical knowledge and understanding* strand.

Concepts for geographical understanding

Seven major concepts underlie a geographical way of investigating and understanding the world. They are the key ideas involved in teaching students to think geographically. The key concepts in the F-12 Australian Curriculum: Geography are place, space, environment, interconnection, sustainability, scale and change.

Place

Places play a fundamental role in human life. The world is made up of places, from those with largely natural features such as an area of rain forest, to those with largely constructed features such the centre of a large city. They are where we live and grow. Our closest relationships are likely to be with people in the same place. The environmental and social qualities of places influence our lives and life opportunities. Places are sites of biodiversity, locations for economic activity, centres of decision making and administration, sites for the transmission and exchange of knowledge and ideas, meeting places for social interaction, sources of identity, belonging and enjoyment and areas of natural beauty and wonder. They are sites of major events, from natural disasters and financial crises to sporting events. Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means that similar processes and influences can produce different outcomes in different places. The importance of country to Aboriginal and Torres Strait Islander peoples is an example of the interaction between culture and place, and shows how places can be invested with spiritual and other significance.

In the F-12 Australian Curriculum: Geography an understanding of place develops as follows:

- Places are parts of the earth's surface that are identified and given meaning by people. They
 may be perceived, experienced, understood and valued differently. They range in size from a
 part of a room or garden to a major world region. They can be described by location, shape,
 boundaries, features and environmental and human characteristics. Some characteristics
 are tangible, such as landforms and people, while others are intangible, such as scenic
 quality and culture.
- Places are important to our security, identity and sense of belonging, and they provide us
 with the services and facilities needed to support and enhance our lives. Where people live
 can influence their well-being and opportunities.
- The environmental characteristics of a place are influenced by human actions and environmental processes acting over long and short time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture and economy of its population and the decisions and actions of people and organisations over time and at different scales.

- The places in which we live are created, changed and managed by people.
- Each place is unique in its characteristics. As a consequence the outcomes of environmental and socioeconomic processes vary in different places. Similar problems may require different strategies in different places.
- The sustainability of places may be threatened by factors such as natural hazards, climate change, economic, social and technological change, government decisions, conflict, exhaustion of a resource and environmental degradation.

Space

The concept of space includes location, spatial distribution and the organisation of space. Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual. The effects of location on human activities depend on the infrastructure and technology that links places, and the way these are managed by businesses and governments. In human geography its influence depends more on relative than on absolute location. Improvements in transport and communication systems have steadily reduced the time taken to send goods and information between places.

The second element in the concept of space, spatial distribution, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the characteristics and how they apply to particular places. Spatial distributions have significant environmental, economic, social and political consequences, and students learn to identify and evaluate these and the policies that could be adopted to respond to those consequences.

The organisation of space concerns how space is perceived, structured, organised and managed by people and how this creates particular types of spaces. Early primary school students can investigate how the space within their classroom and their school grounds is organised for different purposes. Older students can investigate how urban planning organises urban space, green spaces and the built environment, creates commercial, industrial and residential spaces and affects the flows of goods and people between them.

In the F-12 Australian Curriculum: Geography an understanding of space develops as follows:

- The environmental and human characteristics of places are influenced by their location, but the human effects of location and distance from other places are being reduced, though unequally, by improvements in transport and communication technologies.
- The characteristics of places form spatial patterns, and the analysis of these patterns contributes to geographical understanding. The patterns also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes.

Environment

One dimension of the concept of environment is the structure and functioning of natural and human-altered (anthropogenic) environments, and the role of these environments in directly or indirectly determining the characteristics of places. Another is the exploration of the opportunities and constraints that these environments provide for human life and economic activity. A third concerns the different ways people have perceived, used, altered and managed environments. Students will learn that there are reciprocal relationships between environments and humans and that any actions to manage these relationships must be based on a sound understanding of both environmental processes and human societies.

In the F-12 Australian Curriculum: Geography an understanding of environment develops as follows:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic, biotic and human processes.
- The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for and constraints on human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, type of economy, level of technology and values and environmental world views influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be reduced but not eliminated by human preparedness, mitigation and prevention.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways that geographical phenomena are connected to each other through environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places. An understanding of the significance of interconnection leads to holistic thinking, helping students to see the various aspects of geography as connected rather than separate bodies of knowledge.

In the F-12 Australian Curriculum: Geography an understanding of interconnection develops as follows:

- Places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
- Environmental and human processes, such as the water cycle, urbanisation or humaninduced environmental change can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.
- Holistic thinking is about seeing the interconnections between phenomena and processes within and between places.

Sustainability

The concept of sustainability is used as a way to evaluate decisions and proposals as well as to measure the capacity of something to be maintained indefinitely into the future. As a concept in the curriculum it is used to frame questions, evaluate the findings of investigations, guide decisions and plan actions about environments, places and communities.

In the F-12 Australian Curriculum: Geography an understanding of sustainability develops as follows:

- Sustainability is both a goal and a way of thinking about how to progress towards that goal.
- Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life.

- An understanding of the causes of unsustainability requires a study of the environmental
 processes producing the degradation of an environmental function, the human actions that
 have initiated these environmental processes, and the attitudinal, demographic, social,
 economic and political causes of these human actions. These can be analysed through the
 framework of human-environment systems.
- Progress towards sustainability requires people to apply the idea of stewardship to their use and management of the environment.

Scale

The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, national, regional¹ and global. Different factors can be involved in explaining phenomena at different scales, as in studies of vegetation at global and local scales where climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. Deciding on the appropriate scale for an inquiry is therefore important. Scale is also involved when geographers look for explanations or outcomes at different levels., Local events, for example, can have global outcomes, as in the effects of local actions (such as vegetation clearance) on global climate. Regional and national changes can also have local outcomes, as in the effects of economic policies on local economies. Scale, however, may be perceived differently by different people and organisations, and can be used to elevate or diminish the significance of an issue (e.g. by labelling it as global or local).

In the F-12 Australian Curriculum: Geography an understanding of scale develops as follows:

- Generalisations made and relationships found at one level of scale may be different at a higher or lower level.
- Cause-and-effect relationships cross scales from both the local to the global and from the global to the local.

Change

The concept of change involves both time and space. Geographical phenomena are constantly changing, and often can be best understood by investigating how they have developed over time periods ranging from a few years to thousands. This is important in helping students to understand what is happening around them and see their world as dynamic.

In the F-12 Australian Curriculum: Geography an understanding of change develops as follows:

- Environmental change can occur over both long and short time frames, and both time scales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, affecting places differently.
- An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

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¹ Regional can mean both an area in between the local and the national, as in the New England region of New South Wales or the Wheatbelt region of Western Australia, or an area in between the national and the global, such as a large environmental feature, a large economic or cultural region, or a group of countries e.g. Asia.

Geography across Foundation to Year 12

Complementing the year-by-year description of the curriculum, this document provides advice on the nature of learners and the relevant curriculum across the following groupings:

Foundation-Year 2: typically students from 5 to 8 years of age

Years 3-4: typically students from 8 to 10 years of age

Years 5–6: typically students from 10 to 12 years of age

Years 7–10: typically students from 12 to 15 years of age

Senior secondary years: typically students from 15 to 18 years of age.

Foundation-Year 2

Curriculum focus: Exploring local and more distant places

Young students are curious about their personal world and are interested in exploring it. In Foundation to Year 2 the curriculum explores the geography of their lives and their own places. Students think about aspects of place, space and environment. They observe, describe and classify the features of their place, using models, maps, sounds, stories and drawings. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging and an understanding that places should be cared for. While the local place should be the initial focus for learning, young students are also aware of and interested in more distant places and the curriculum provides opportunities to build on this curiosity. Students learn how they are connected to places throughout the world through family and cultural groups in their community, the origins of familiar products, travel and the movement of air and water.

Students' spatial thinking starts by learning about direction and distance and how familiar things can be arranged in space for different purposes. They become aware of the distances between places and how distance constrains their activities. They begin to develop a mental map of the world and of where they are located in relation to other places. Students are introduced to the concept of environment through the exploration of the natural and built environment of their own and other places and by recognising how weather and vegetation vary from place to place. They become aware of why the environment needs to be cared for and are prompted to consider how they can contribute to this, laying foundations for active citizenship.

Specific geographical skills introduced throughout the early years include observing and describing the features of places, drawing a map, using directional language, understanding distance and obtaining data related to weather.

Years 3-4

Curriculum focus: Investigating places and environments

In Years 3–4 students ask more complex geographical questions and contribute to planning their geographical inquiries and learning. They can provide reasons for what they think and justify their conclusions. The curriculum focus shifts from exploration to more purposeful investigation. In Year 3 students learn to describe and compare places as human settlements, identify similarities and differences between places and investigate how people feel about places. They are aware of a larger number of places. Their geographical knowledge is developed through studies of the major divisions of the earth's surface, the location and main characteristics of the states, territories and major cities of Australia, and Australia's closest neighbours. This further builds their mental map of the world. In conjunction with the history curriculum, they investigate aspects of Aboriginal and Torres Strait Islander peoples' lives before European colonisation. In Year 4 they study how the environment supports their life. The major theme in the year is sustainability, so they learn about the use of environmental resources, the value of vegetation, the significance of landforms and the

management of waste. Sustainability is also examined through a study of Aboriginal and Torres Strait Islander peoples' methods of land management and food production.

In their investigations students collaborate to collect and record evidence, analyse, draw conclusions and communicate their findings using appropriate geographical vocabulary. Specific new geographical skills in Years 3-4 include the use of air photos and satellite images and interpreting large-scale maps.

Years 5-6

Curriculum focus: Explaining places and investigating the world

In Years 5–6 students become more critical, analytical and evaluative in their thinking. They are increasingly aware of the wider community and are learning to take on individual and group responsibilities. Year 5 introduces ways of explaining places and how places are made and managed by people. Students become involved in an investigation of a local environmental, social or planning issue, and they design and implement action following reflection on what they have learnt. They study climates, building on their knowledge of types of weather, and gain an understanding of world climate zones. Climate and weather are also considered in a study of bushfires and their management, which further adds to their mental map of the world. In Year 6 the scale of study shifts to the global, with a study of the distribution of the world's major cultural, economic and political regions. This is followed by an examination of the spatial distribution of the world's population, wealth, health, educational status and use of environmental resources. Students also study the Asia region, Australia's connections with other places, and evaluate the accuracy of their knowledge and opinions of other places. Intercultural understanding and global citizenship are important themes in the year.

New geographical skills in Years 5-6 include interpreting spatial distributions, comparing places, making and interpreting graphs, interpreting large-scale maps and using spatial and information and communication technologies.

Years 7-10

Curriculum focus: Regional and global places in an environmental and human geography context

As students move into adolescence their interests extend well beyond their own communities and they begin to develop concerns about wider issues. They are able to work with more abstract concepts and consider increasingly complex ideas, and are keen to debate alternative answers and interpretations. The curriculum in Years 7–10 involves much wider explorations of the world and ideas about the world. There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take.

The curriculum in Years 7–10 examines some key aspects of the geography of Australia and the world. One sequence of units focuses on environmental geography, and introduces students to the basic elements of hydrology, geomorphology and biogeography. It starts with studies of water, a major issue for Australia and many other countries, and continues with an examination of landforms and landscapes and their significance to people, and biomes and their role in food production. In Year 10 the knowledge gained from these three units is applied to studies of environmental change and environmental management. All units combine studies of both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed through the four years to become the major focus in Year 10.

The second sequence of units focuses on some key aspects of human geography. The Year 7 unit has a focus on the liveability of places and how this might be improved. The Year 8 unit concerns spatial distributions and spatial change, with studies of population distribution, urban

concentration, internal and international migration and shifts in the location of economic activity and employment. The Year 9 unit is about interconnections and movement, with an emphasis on how people, including students, are connected to and have impacts on places around the world. It also includes a study of how information and communication technologies are changing the human geography of the world. Year 10 is about the geography of human well-being. It integrates population and economic geography to examine inequalities in human development and welfare at the global, national and local levels.

Specific geographical skills in Years 7-10 emphasise processing, analysing and interpreting geographical data and information, using spatial technologies and other digital techniques and developing reasoned arguments based on evidence to support conclusions.

Senior secondary years

The senior secondary Australian Curriculum: Geography is organised in four units.

The first unit focuses on natural and ecological hazards and the management of the risks they pose for people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

The second unit focuses on challenges including population growth and decline, economic restructuring, unemployment or labour shortages, deficiencies in transport, infrastructure, health and education services and other issues related to liveability. It also examines the causes and consequences of urbanisation with specific reference to the megacities of the developing world.

The third unit focuses on human-initiated changes to biophysical cover of the earth's surface leading to the creation of anthropogenic biomes. The impacts of land cover transformations are also studied with particular reference to climate change.

The fourth unit focuses on the process of international integration (globalisation). It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their social and geopolitical consequences.

Curriculum for Foundation to Year 10

Year level descriptions

The year level descriptions identify the key geographical concepts that are to be the focus for understanding and articulate how students' geographical knowledge, understandings, skills and mental map of the world will be developed throughout the year. In Years 7-10 an additional rationale is provided to explain why particular units have been chosen and how they connect within a year and cognitively build across the years. They emphasise the expectation that teaching will involve integration of content from across the two strands.

Content descriptions

The content descriptions set out the knowledge, understandings and skills that teachers are expected to teach and students are expected to learn. The content descriptions ensure that essential learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels.

Content elaborations

The content elaborations are provided in Foundation to Year 10 to illustrate and exemplify content and to assist teachers in developing a common understanding of the content descriptions. They are examples rather than content points that all students need to be taught.

Achievement standards

The achievement standards describe expected student learning at each year level from Foundation to Year 10. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students. Achievement standards will be accompanied by sets of annotated student work samples, as support material that illustrates actual achievement in relation to the achievement standard.

Student diversity

The objectives of the Australian Curriculum: Geography are the same for all students. These objectives are based on a set of propositions outlined in <u>The Shape of the Australian Curriculum</u> that include:

- each student can learn and the needs of every student are important
- each student is entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community
- high expectations should be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop
- the needs and interests of students will vary, and schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The <u>Melbourne Declaration on Educational Goals for Young Australians</u> (MCEETYA, 2008) emphasises the importance of the knowledge, understanding and skills associated with learning areas, general capabilities and cross-curriculum priorities as the basis for the curriculum.

Every student is entitled to rigorous, relevant and engaging learning experiences across all areas of the curriculum. The design of the Australian Curriculum enables teachers to personalise learning and build on students' prior learning, experiences and goals. Teachers can make adjustments by drawing from the Australian Curriculum: Geography content at different levels along the Foundation to Year 10 sequence, the general capabilities learning continua and the cross-curriculum priorities. For some students, these adjustments will reflect individual learning goals developed in consultation with the student and parents as part of a collaborative planning process. Teachers assess students' progress through the Australian Curriculum in relation to achievement standards. For some students, their progress will be assessed in relation to their individual learning goals. Approaches to assessment and reporting may differ across the states and territories.

Students with Disability

The Disability Discrimination Act 1992 and the <u>Disability Standards for Education 2005</u> require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability. Students with disability are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and set in age-appropriate learning contexts on the same basis as students without disability. Curriculum authorities, schools and teachers have an obligation to consider reasonable adjustments needed to enable all students to access, participate and succeed in their learning. Before any adjustments are made the school must consult with the student and parent.

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, a significant group of these learners leave school without achieving their potential.

EAL/D students come from diverse backgrounds including:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: Geography are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the geography curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs and assessments that take into account their developing language proficiency.

English as an Additional Language or Dialect: Teacher Resources has been produced to support teachers as they develop teaching and learning programs using the Australian Curriculum. The resource provides teachers with general information about EAL/D students and their language learning needs. It describes four phases of language proficiency, enabling geography teachers to identify the typical language skills and understandings of their EAL/D students. Advice for teachers about cultural and linguistic considerations related to the geography curriculum and teaching strategies supportive of EAL/D students will help make the content of the geography curriculum accessible to EAL/D students.

Gifted and talented students

Students who are gifted and talented have a right to rigorous, relevant and engaging learning activities, drawn from a challenging curriculum that addresses their individual learning needs.

The Australian Curriculum has at its basis the following propositions for gifted learners:

- The needs of gifted learners encompass cognitive, affective, social, and aesthetic areas of curriculum experiences.
- Gifted students are best served by a curriculum that incorporates both accelerated and enriched learning.
- Curriculum experiences for gifted learners need to be thoughtfully planned, written down and incorporate explicit assessment.

(Van Tassel-Baska, 2003)

The design of the Australian Curriculum provides the flexibility to support teachers in making adjustments to content by, for example, providing accelerated learning through the F-10 Learning area sequences and enrichment through emphasising the general capabilities and cross-curriculum priorities. In addition teachers may need to make adjustments to their instructional and assessment processes to meet the individual learning needs of gifted and talented students.

General Capabilities

Seven general capabilities in the Australian Curriculum identify the knowledge, skills and dispositions students need to succeed in life and work in the twenty-first century:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- · Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding.

Throughout their schooling, students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school.

General capabilities and learning areas have a reciprocal relationship. Learning areas provide opportunities for students to develop and use general capabilities. Similarly, wherever general capabilities are made explicit in learning areas, they can enrich and deepen learning and help students see its interconnectedness. In the Australian Curriculum: Geography each of the seven general capabilities is embedded in the content descriptions or elaborations. There are further opportunities to develop the general capabilities through appropriate teaching activities.

Literacy

Students develop literacy as they build geographical knowledge and understanding and explore, analyse, discuss and communicate geographical information, concepts and ideas. They use a wide range of informational and literary texts, such as interviews, reports, stories, photographs and maps, learning to evaluate these texts and recognising how language and images can be used to make and manipulate meaning.

Students develop oral and written skills as they use language to ask distinctively geographical questions, plan a geographical inquiry, collect and evaluate information, communicate their findings, reflect on the conduct of their inquiry and respond to what they have learnt. Students progressively learn to use geography's scientific and expressive modes of writing and the vocabulary of the discipline. They learn to comprehend and compose graphical and visual texts through working with maps, diagrams, photographs and remotely sensed and satellite images.

Numeracy

Students develop numeracy as they investigate concepts fundamental to geography such as the effects of location and distance, spatial distributions and the organisation and management of space. They apply numeracy skills in geographical analysis by counting and measuring, constructing and interpreting tables and graphs, calculating and interpreting statistics and using statistical analysis to test relationships between variables. In constructing and interpreting maps, students work with numerical concepts of grids, scale, distance, area and projections.

Information and communication technology (ICT) capability

Students develop ICT capability as they learn to use digital technologies to organize data, construct graphs and data displays, calculate statistics and identify trends and relationships. They further develop this ability as they use spatial technologies to create maps, represent landforms, visualize the spatial pattern of environmental and human phenomena and look for relationships across space. Digital and spatial technologies are also used to communicate and share

geographical information.

Students enhance their understanding of information and communication technologies by exploring the effects of these technologies on places, the location of economic activities and people's lives, and by investigating the geographical changes produced by the increasing use of these technologies.

Critical and creative thinking

Students develop critical and creative thinking as they investigate geographical information, concepts and ideas through inquiry-based learning. They develop and practice strategies to help them evaluate and use evidence, test explanations, analyse arguments, make decisions and think deeply about questions that do not have straightforward answers. Students learn to develop creative questions, speculate and be curious and imaginative in investigations and fieldwork. The curriculum also stimulates students to think creatively about the ways that the places and spaces they use might be better designed and about possible, probable and preferable futures.

Personal and social capability

Students develop personal and social capability as they engage in geographical inquiry. They learn how geographical knowledge informs their identity, sense of belonging and capacity to empathize with others, and shows how they can contribute to their communities.

Inquiry-based learning assists students to develop their capacity for self-management, giving them a role in directing their own learning and in planning and carrying out investigations, with opportunities to express and reflect on their opinions, beliefs and values. This enables them to become independent learners who can apply geographical understanding and skills to decisions they will have to make in the future. Through working collaboratively in the classroom and in the field, students develop their interpersonal and social skills and learn to appreciate the different insights and perspectives of other group members.

Ethical behaviour

Students develop ethical behaviour as they investigate current geographical issues and evaluate their findings against the criteria of environmental sustainability, economic viability and social justice. These criteria raise ethical questions about human rights and citizenship, such as who bears the costs and who gains the benefits, and about group and personal responsibilities. By exploring such questions, students develop informed values and attitudes and become aware of their own roles and responsibilities as citizens.

When undertaking fieldwork, students learn about ethical procedures for investigating and working with people and places, including Aboriginal and Torres Strait Islander peoples. Students consider their responsibilities to protect other forms of life that share the biophysical environment.

Intercultural understanding

Students develop intercultural understanding as they learn about the diversity of the world's places, peoples, cultures and environments. As they investigate the interconnection between people and places and the significance that places hold, they come to appreciate how various cultural identities, including their own, are shaped. Students learn to appreciate and interpret different perspectives and to challenge stereotypical or prejudiced representations of social and cultural groups. Through their study of other places, including those countries from which migrants to Australia come, students recognise their similarities with other people, better understand their differences, and demonstrate respect for cultural diversity and the human rights of all people.

Cross-curriculum priorities

There are three cross-curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence, depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Geography provides an opportunity to include important aspects of Aboriginal and Torres Strait Islander peoples' knowledge and ways of knowing into the Australian curriculum. By finding out how different Aboriginal and Torres Strait Islander communities manage their biophysical environment, students can learn from the experience of their thousands of years of occupation of this land. By learning about Aboriginal and Torres Strait Islander peoples' perceptions of and attachments to country/place, students can gain a deeper understanding of the significance of place, and learn that there are different ways of thinking about and interacting with the biophysical environment and its resources. By reading or listening to Aboriginal and Torres Strait Islander explanations of the origins of particular landforms, students can gain a deeper appreciation of ways of experiencing landscapes.

The F-12 Australian Curriculum: Geography includes Aboriginal and Torres Strait Islander peoples' settlement and use of the land before European colonial presence and the abrupt changes in their locations and lives that resulted from that presence. It examines the continuing influence of Aboriginal and Torres Strait Islander peoples on Australian places, and their role in environmental management and regional economies. The study of Aboriginal and Torres Strait Islander peoples also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights. In addition, the geography curriculum provides opportunities for Aboriginal and Torres Strait Islander students to study topics of particular relevance to them.

Asia and Australia's engagement with Asia

In the F-12 Australian Curriculum: Geography, students investigate and explore Asian places, and learn about the ways in which Australia and Asia are interconnected. A geographical perspective enables them to study Asia as an important region of the world, as individual countries, as regions within countries, and at the local level. Geography enables students to learn about the diversity between and within the countries of Asia and how this diversity influences people's perceptions of and interactions with places and environments. The study of Asia also helps to foster intercultural understanding. By examining the characteristics of places in the Asia region at different scales, a study of geography leads to a growing understanding of the varied environments, peoples, economies and cultures of Australia and the Asia region.

Sustainability

In the F-12 Australian Curriculum: Geography, the sustainability priority affords rich and engaging learning opportunities and purposeful contexts through which students can develop and apply geographic understanding. It supports an integrated approach to human and environmental geography and furthers the development of inquiry skills through examination of a range of contemporary issues related to sustainability. Geography enables students to develop a holistic understanding of human dependence on the environment. It provides opportunities for students to integrate their study of biophysical processes with investigations of the attitudinal,

demographic, social, economic and political influences on human use and management of the environment. It enables students to explore how world-views and belief systems influence these relationships and interactions with the environment.

In this learning area students examine the effects of human activities on environments including how human usage of resources affects ecosystems, and how sustainability challenges and strategies to address them vary from place to place. They evaluate these strategies to determine their effects on environments, economies and societies and how they contribute to actions that support more sustainable patterns of living. They consider what they can do to advocate, plan and take action for more sustainable futures.

Implications for teaching, assessment and reporting

The F-12 Australian Curriculum: Geography emphasises inquiry-based learning and teaching. Opportunities for student-led questioning and investigation should be provided at all stages of schooling. The curriculum should also provide opportunities for fieldwork at all stages, as this is an essential component of geographical learning. Fieldwork is any study undertaken outside the classroom, and could be within the school grounds, around the neighbouring streets, or in more distant locations. These teaching and learning methods should be supported by forms of assessment that enable students to demonstrate their ability to think geographically and apply geographical skills.

Students' interest in geographical learning should be stimulated by a wide variety of activities, such as field trips, interpretation of remotely sensed images, reading literary accounts of places, statistical analysis, role plays and class debates. Learning should also emphasise the ability to understand, explain, appreciate and use knowledge, rather than simply reproduce it. The learning of skills should be made meaningful by using them to answer questions or communicate information. This will help to connect the two strands of the curriculum.

The F-12 Australian Curriculum: Geography specifies some case studies that all students must undertake. These are designed to ensure that students learn something about Australia's neighbouring countries, the countries of the Asia region, Europe, Latin America, Africa and the United States. However the curriculum also provides freedom for teachers to include contexts appropriate to the needs and interests of their student cohort. In early primary school the places studied should include the local area and places at a local scale that students are aware of through visits, the origins of their families, classmates who have come from other places, the media and books they are reading. In upper primary and secondary school teachers should choose case studies from a variety of countries, including some in the Asia region and also those with the strongest connections to the region where the school is located. When using case studies from other countries teachers should ensure that students gain a balanced knowledge of those countries to avoid stereotyping and simplification. Students studying deforestation in Indonesia, for example should learn enough about that country to understand the deforestation in context.

REVISED DRAFT FOUNDATION TO YEAR 10 AUSTRALIAN CURRICULUM: GEOGRAPHY

Foundation

Foundation - People live in places

Foundation Level Description

People live in places draws on the concept of place to explore the idea that places are what people live in, and have an important role in shaping people's lives and identity. Places are investigated, observed and described through their features, 'special places' and feelings about places, why places are important to people and why they should be cared for. The locations of places are represented on picture maps and globes.

The inquiry process is introduced through providing opportunities to respond to questions about familiar and 'special places', engage in observation and reflect on feelings about places and how places can be cared for.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each year level.

Key inquiry questions

- How can I describe my place?
- Why are some places special?
- How can I take care of my place?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The places people live in and the features of these places	 categorising the places they and other people live in, which in early primary are most commonly identified as their neighbourhood, suburb or rural locality, but a place could be as small as a room or as large as a country describing the features of places that are familiar to them or that they are aware of, for example, places they have visited, places that family members have come from, imaginary places in stories, or places featured on television 	
The places Aboriginal Peoples and	identifying and using the name of the local Aboriginal Peoples or Torres Strait Islander Peoples	
Torres Strait Islander Peoples belong to	using the words 'country', 'place' and 'nation' and investigating how they are used by Aboriginal Peoples and Torres Strait Islander Peoples for the places they belong to	
The reasons why places are important to	discussing how places provide people with their basic needs for water, food and shelter	
people and require care	identifying that their closest relationships are with people in the same place	
	discussing why places are important to different groups of people, for example, different religious beliefs contribute to a place being considered as important	
	 discussing the ways Aboriginal Peoples and Torres Strait Islander Peoples are spiritually connected to the land, sea, sky and waterways 	
	suggesting reasons why they and other people, need safe and healthy places in which to live and discussing ways to care for places	
	predicting the consequences of not caring for their place	
The places which are special to people	• identifying places they consider to be 'special', for different reasons, for example, a place in an Aboriginal or Torres Strait Islander story, a play area, holiday location or place visited, and explaining why the place is special to them	
	describing features of their special place based on what they see, hear, smell and feel	
The representation of the location of places and their features on globes and maps	 creating story maps that represent the places and features they pass on their way to school discussing the ways Aboriginal Peoples and Torres Strait Islander Peoples represent location and connection between places and their features e.g. inscriptions on stone, stories, paintings, song, dance 	

• explaining how the globe is a representation of the world

Foundation

Geographical Inquiry and Skills		
Content descriptions		Elaborations
Observing, questioning and planning	•	
Respond to and pose questions about familiar places		g questions about what they observe in the local area
		photos, film or stories about a place to respond to or stimulate questions about what it and why it is special or important
Collecting, recording, evaluating and representing		
Describe the features of the local place	• descr	ibing the features of the local place, using their senses
Represent the location of familiar features and places	• using	a plan of the school or classroom to locate a hidden mystery item
on pictorial maps		ating the location and distance of their home, school, local shops and other icant features of their local area on pictorial maps or by making a model
	• makir	ng a plan to show how a bird would see a place, using pictures or models of objects
		ng story maps of class stories and poems/rhymes
Analysing and concluding		
Engage in discussions about observations, and draw	• contr	buting to informal and guided discussions relating to their observations
conclusions		fying places in the playground or local area that they like or dislike and discussing ons why
	• answ	ering questions based on their observations and discussions
Communicating	•	
Present observations using a range of communication	• descr	ibing the direction and distance (near, far) of familiar places
forms, such as oral, graphic, written or role play, and	• writin	g and using words they associate with a 'special' place
use appropriate spatial terms	• drawi	ng pictures or pictorial maps that portray how they imagine a place

Reflecting and responding		
Reflect on the reasons why places are important and require care	drawing pictures and describing the ways in which they care for their places and why they care for them in these ways	
Suggest how people can care for places	describing how they take care of their 'special' place	
	suggesting ways they could take care of important places they know either in the school or local area, and outlining why this is required	

Achievement Standard

Foundation

By the end of the Foundation year, students describe places that are important to them and others, and explain why some places are special. They describe the features of places and suggest how places can be represented on globes or maps. They account for the need to care for places and propose strategies for caring for places.

Students answer questions about familiar places, observing, recording and locating their features. They share their observations and personal responses to familiar places using a range of sources.

Year 1 - Places have distinctive features

Year 1 Level Description

Places have distinctive features builds on the concept of place to introduce classification and observation of features and their changes over time. This knowledge is applied to draw on the concept of environment to explore the interconnection between weather and vegetation. It is further applied to the concept of space to experiment with the ways that the spaces within familiar places are arranged.

The inquiry process provides opportunities to explore the environmental features of familiar places through fieldwork and other methods, to record what has been learned and to reflect on the reasons some places are more appealing than others.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each year level.

Key inquiry questions

- How have people changed the features of my place?
- What would it be like to live in a place with very different weather to my place?
- How does rearranging things in space make a difference?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The constructed, managed and natural environmental features of places, how they are changing and why they need care	identifying features of places in the local area and locating them on a map: natural features, for example, hills, rivers, native vegetation; managed features, for example, farms, parks, gardens; and constructed features, for example, roads, buildings	
	locating examples of places around the world that range from those with largely natural to those with largely constructed features	
	 examining changes in natural, managed and constructed features, for example how the Nuggubuyu People of the South-west coast of the Gulf of Carpentaria used slow burning fires to clear dry grass, the farming practices of Torres Strait Islander Peoples, Brewarrina Aboriginal fish traps (Ngunhu) of the Ngemba People, recent erosion, revegetated areas, planted crops or new buildings 	
	• identifying local environmental features that need to be cared for by people, for example, a bushland remnant, wetland, park, agricultural land or a heritage building, and proposing strategies for their care	
The ways Aboriginal Dreaming stories and Torres Strait Islander Tagai stories provide an explanation for distinctive features of places	investigating Aboriginal Dreaming stories and Torres Strait Islander Tagai stories of the local place (if this is not possible, examples from other places can be used such as the Henbury meteorite crater south-west of Alice Springs that was formed when an egg fell from the sky, formation of mountains, rivers and features of the sky)	
The distinctive weather and seasons associated with places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them	describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind	
	• investigating an Aboriginal or Torres Strait Islander Peoples' seasonal calendar, for example, from the local area or another area in Australia that the students are familiar with	
	exploring how different cultural groups perceive weather and seasons by comparing an Aboriginal or Torres Strait Islander seasonal calendar with a seasonal calendar derived from Europe	

	• proposing what it would be like to live in places with different weather to their own place
The influence of the type of weather on the vegetation of places and the animals that live in these places	defining natural vegetation and classifying it in to forest, woodland, shrub land/savannah, grassland and desert
	observing the vegetation in the local area, and describing how much of it is introduced rather than natural
	• explaining the relationship between vegetation and weather, through comparisons with places in Australia and elsewhere that have different rainfall and temperature to the local place
	accounting for the relationships between natural vegetation and animals, for example, which animals live in forests and which in shrub lands/savannahs
The ways that space can be rearranged within a place to suit different activities or purposes	providing examples of how within the boundaries of each place, there is a space which can be organised in different ways
	identifying different ways spaces are used at school, for example, the quadrangle or oval can be used as a meeting place, a classroom and a playground
	exploring ways in which the spaces of their classroom, home, or playground could be arranged for different purposes

Geographical Inquiry and Skills		
Content descriptions	Elaborations	
Observing, questioning and planning		
Respond to and pose questions about familiar and unfamiliar places	 posing questions with the stems 'what', 'how' and 'why' posing questions about how and why things are arranged spatially, for example, the arrangement of a classroom or the school's buildings and playgrounds developing and answering questions about the features of places 	
Collecting, recording, evaluating and representing		
Collect and record geographical information from a range of sources, for example, observations, interviews, photographs, satellite images, story books and films	 identifying and describing a range of places from those with largely natural to those with largely constructed features, using aerial photographs investigating the features of places using a digital application such as Google Earth obtaining weather information for places from official sources 	
Create pictorial maps showing the location of features and places	 drawing a treasure map incorporating map symbols to show significant features and the route to the treasure locating and labelling their home on a map, showing the route to school and describing the features they pass 	
Analysing and concluding		
Draw conclusions from the information they have collected	categorising drawings or images of environmental features of the local place into natural, managed and constructed	
	• using information from a range of sources such as fieldwork observations and from representation of features and places in photographs and satellite images, to answer 'what', 'how' and 'why' questions	

Communicating		
Present observations and ideas using a range of communication forms, such as oral, graphic, written or role play, and use appropriate directional and locational terms	describing places using stories, texts, maps, photographs or play using directional and locational terms, for example, north and south	
Reflecting and responding		
Reflect on their understanding about the features of places and connections with places	 discussing what they have learned with their teacher, other students and members of their family about the different features of places recording what they have learned about weather and seasons in a picture diary 	
Suggest how they could extend their understanding about the features of places and connections with places	 using drawings and sentences to propose how a space, such as a local oval or school classroom, can be rearranged so that it can be used for different activities or events suggesting a possible way in which they could develop their understanding about a particular feature in a place 	

Achievement Standard

Year 1

By the end of Year 1, students categorise distinctive environmental features of places. They recognise that natural features of places are changed by the weather and seasons over time. They explain how the weather and seasons experienced by a place can be described differently across cultures. They explain how the spaces in which they live can be rearranged in different ways for different purposes.

Students pose and respond to questions about familiar places. They locate places on a map and describe the features of places. They collect and record geographical information to answer questions. They present their observations using a range of sources and reflect on what they have learned to draw conclusions and predict outcomes.

Year 2 – People are connected to many places

Year 2 Level Description

People are connected to many places further develops the concept of place to include an understanding of the names and meanings which are given to them and the various scales at which they can be described. The concept of interconnection is drawn on to identify how places are connected to each other through human and physical factors. Locational factors, for example, distance and accessibility, are used to explain how and why places and spaces are used.

The inquiry process provides opportunities to identify various regions of the world and explore various connections between themselves and other places, and how these may have changed over time.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each year level.

Key inquiry questions

- How am I connected to other places?
- How can I find out what these places are like?
- Are my connections with other places different to those of my grandparents or other people I know when they were my age?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The names and meanings given to places, and the variety of scales used to describe them	describing the hierarchy of places in their address, from the personal scale of their home through to the local scale of their suburb or town, the regional scale of their state, to the national scale of their country	
	examining the present names of places in their local area, their meaning, and why they were chosen	
	researching the names of places in other countries, including some in countries of the Asia region, and investigating their origin	
The location and direction of major geographical divisions of the world in relation to Australia	naming the continents, oceans, equator, north and south poles, tropics and hemispheres and showing their location on a globe and world map	
	using a globe, wall map, or digital application such as Google Earth, to describe the location and direction of other continents relative to Australia	
The multiple ways in which Aboriginal Peoples and Torres Strait Islander Peoples identify with places and the meanings that places have for them	• identifying the local Aboriginal Country or Countries or the local Torres Strait Islander Place, in consultation with Aboriginal Communities or Torres Strait Islander Communities	
	identifying the ways that people can have connections to many countries e.g. marriage, birth, residence, through forced or chosen movement, relocation, dislocation	
	discussing how many people are connected to one country for example because it is 'mother's' country or 'father's' country	
	• investigating the names given to local features and places by the local Aboriginal Peoples or Torres Strait Islander Peoples and the associated meanings	
The connections people have to places in Australia, the Asia region and across the world	identifying the connections between Aboriginal places and Torres Strait Islander places and Asia, Melanesia for example the Yolngu territories and Indonesia; Torres Strait Islands and Papua New Guinea	
	drawing conclusions about the ways they are connected to other places, for example, through relatives, friends, things people buy or obtain, holidays, sport, beliefs and family	

	origins discussing events that have happened in other places, for example, sporting events or natural disasters, and how their place may be connected with them investigating what the places they are connected to are like
The ways the movement of air and water connects places	explaining how the weather is influenced by where air has come from and the surfaces it has moved over
	observing daily and seasonal changes in the weather of the local place and relating them to different air masses
	outlining the influence of sea and land breezes on the weather in coastal places
	investigating where the water they use comes from
The influence that distance and accessibility has on the frequency and reasons why people visit	suggesting relationships between distance, purpose and frequency on the places they visit for shopping, recreation, religious activities or other reasons
places	proposing ways to explain these relationships
	examining how changes in transportation and telecommunications technologies have changed this pattern over two generations

Geographical Inquiry and Skills		
Content descriptions	Elaborations	
Observing, questioning and planning		
Respond to and pose questions about familiar and unfamiliar places	posing questions using the stems 'what do I feel', 'what would it be like to', 'what effect'	
	developing and answering questions about the connections they have to other places	
Collecting, recording, evaluating and representing		
Collect and record geographical information from a range	collecting information about other places and their connections to them	
of sources, for example, observations, interviews, photographs, satellite images, story books and films	recording how frequently they visit places and for what purpose, and portraying the information by symbols on a map	
	interviewing their grandparents or significant elders to find out the places they visited when they were young	
	comparing the influence of distance and accessibility on the use of places between two generations	
Create pictorial maps showing the location of features	locating places with which they are connected on an outline map	
and places	locating the places they visit for shopping, recreation or other reasons on an outline map	
Analysing and concluding		
Draw conclusions from the information they have collected	comparing some of the technological products they use now, for example, an iPod, with those that their grandparents or other family members would have used in the past, for example, a radio, and where these products were made	
	answering questions based on generalisations about patterns and relationships, for example, the relationship between the distance of places and the frequency of	

composing a story about a place to which they are connected writing or talking about their connection to places, using appropriate directional and locational terms including north and south, Australia, southern hemisphere
discussing what they have learned with their teacher, other students and members of their family about connections with other places, and explaining the significance of these connections to their lives
identifying places they would like to be connected to or visit, and justifying the reasons why demonstrating a possible strategy they could use to develop a connection with a
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Achievement Standard

Year 2

By the end of Year 2, students express how places range in size and explain how places have a variety of meanings for people. They explain connections between places and how distance influences people's use of places. They demonstrate that the world is divided into major geographical regions, for example, hemispheres, continents and oceans.

Students pose and respond to questions about familiar and unfamiliar places. They locate places and geographical regions on a globe or map, and account for connections between places. Students collect, record and describe geographical information to answer questions. They present their observations and ideas using a range of sources and reflect on and draw significance from what they have learned.

Year 3 - Places are both similar and different

Year 3 Level Description

Places are both similar and different continues to build on the concept of place by investigating the characteristics of inhabited places, recognising different types of settlements and that some people may have come from other places. Places are compared for differences and similarities in the work people do, the services provided, housing and daily life, within and outside of Australia.

The inquiry process provides opportunities to develop geographical questions, identify patterns and trends in data, and discuss people's connections with places. An exploration of neighbouring countries is used to further develop an understanding about places through building a more sophisticated mental map of the world and explaining the interconnections which exist between places.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each year level.

Key inquiry questions

- What are the similarities and differences between my place and other places?
- What would it be like to live in a different type of settlement?
- What do I know about the nearest neighbouring country to me?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The different types of settlements and communities associated within inhabited places	exploring different types of settlement, and classifying them into isolated dwellings, villages, towns, regional centres and large cities	
	contrasting high-density and low-density urban settlements, using examples from Australia and countries in the Asia region	
	• investigating what it would be like to live in a different type of settlement to their place	
	discussing how people who have come from different places contribute to a place	
The political representation of Australia as States	mapping and naming the states and territories of Australia	
and Territories	• identifying and labelling the capital cities of Australia and the regional centres of their own state or territory on a map	
The representation of Australia as the territories of Aboriginal Peoples and Torres Strait Islander Peoples	using language maps to show how Australia was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places	
	comparing the boundaries between Aboriginal Countries surveyed boundaries between Australian states and territories to identify differences	
	discussing how the territory of an Aboriginal People or Torres Strait Islander People contains the country and places of many individuals and clans	
The diversity and location of Australia's neighbouring countries; (New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste [East Timor] and Indonesia) and Australia's connections with them	locating New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste and Indonesia on a globe and a map, and identifying their direction and distance from Australia, and their major characteristics	
	comparing and contrasting the natural and built features of Australia's neighbouring countries	
	explaining the type of connections Australia has with two or more neighbouring countries (New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste, Indonesia)	
	discussing the personal or family connections to Australia's neighbouring countries as appropriate, for example, where they were born	
	comparing Australia's peoples with those of our neighbours	

	using case studies to explore the similarities and differences between their own place and places in the neighbouring countries
The similarities and differences in the work people do and the services provided in different places	 discussing the similarities and differences between the provision of education, health or aged care in their own place and a place outside of Australia comparing and contrasting the work people do in their own place with a different type of place in Australia and a place in a neigbouring country such as New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste or Indonesia
The similarities and differences in children's daily lives in different places	examining the similarities and differences between their daily lives and those of children in a place in the Asia region
The similarities in people's feelings about places	reading poems and stories about people's feelings about and attachment to places to explore the factors that influence people's attachment to place
	explaining the connections that Aboriginal and Torres Strait Islander Peoples' with their Country/Place
	debating the importance of protecting places that have special significance for people, for example, a wetland, a National Park or a World Heritage site

Geographical Inquiry and Skills		
Content descriptions	Elaborations	
Observing, questioning and planning		
Develop questions related to a geographical issue	developing 'why there?' questions about location; 'what might happen?' questions about future consequences; and 'what ought to happen?' questions about ethical behaviour	
	collaborating in groups to develop and answer geographical questions about the similarities and differences between places	
	planning how to undertake an inquiry process to answer a question	
Collecting, recording, evaluating and representing		
Collect and record geographical information from a range of sources, for example, observations, maps, photographs, satellite images, the media and the internet	locating and describing different types of settlements using a digital application such as Google Earth	
	interviewing people about their feelings about and attachment to places	
	exchanging geographical information with schools in geographically contrasting parts of Australia	
Construct and interpret large scale maps using basic cartographic conventions, including map symbols, scale and North point	using aerial photographs and/or satellite images, Google Earth and/or Street view, to identify different types of settlements	
	measuring distances on a map using a linear scale	
Analysing and concluding		
Identify patterns and trends in data using methods such as lists, tables, picture graphs and column graphs, with and without the application of digital technologies, and draw conclusions	using lists to find patterns in their observations	
	 creating tables, graphs and models to find patterns in data collected from their observations 	
	constructing and interpreting tables and graphs, and deducing appropriate conclusions from the patterns in the data, for example, observations of the similarities and differences	

	between places	
Communicating		
Present geographic information using appropriate oral, graphic, written and visual communication forms, and use correct terminology	selecting and applying appropriate media to communicate their findings using geographical terminology when communicating with an audience	
Reflecting and responding		
Reflect on what they have learned about the similarities and differences between places and about the sustainability of places	debating the reasons for the similarities and differences between places they have studied	
Propose possible actions they could take to promote awareness about the similarities and differences between particular places and how people can reduce their impact on the environment	 developing a table to show how two places are both similar and different designing actions to protect and improve places that have special significance for people 	

Year 3

By the end of Year 3, students categorise places, describing and comparing the geographical features of different places. They compare the similarities and differences between the way places are used and explain the relationship about how these places are used to meet people's needs.

Students pose questions which they can investigate. They locate the places and landforms of Australia and label its near neighbours on maps. Students collect and use primary and secondary sources in a simple guided inquiry. They interpret data from maps, digital and satellite images to identify and draw conclusions about trends, patterns and relationships. They present their information using a range of sources and reflect on their findings in relation to the significance to self and near neighbours.

Year 4 - The Earth's environment sustains all life

Year 4 Level Description

The Earth's environment sustains all life draws on the concept of environment to explore the ways in which the environment supports and influences life. An understanding about sustainability is further developed through the exploration of people's use and management of environmental resources, including Aboriginal and Torres Strait Islander Peoples. The concept of place is built on by developing a mental map of their location in relation to major countries and regions of the world, including Australia, the countries of the Asia region, Central Asia, Europe, North America and South America.

The inquiry process provides opportunities to consider the sustainable use of environments and resources and to apply this information to develop a plan for appropriate action that could be taken in response to improving environmental quality.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each year level.

- How does the environment sustain my life and other life forms, including animals?
- How can the resources which the environment provides be used responsibly?
- How can Aboriginal and Torres Strait Islander knowledge and practices sustain environments?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The need to protect environments as habitats for animals and places of enjoyment for humans	 explaining how people's connections with their environment can be aesthetic, emotional and spiritual devising schemes to sustain the aesthetic, emotional or spiritual appeal of the environment 	
	developing strategies to protect the environments that provide the habitats for animals, for example, planting bird-attracting vegetation	
	 considering their responsibility to protect the environments that provide the habitats for animals debating the implications of sustaining the environment to support diversity of life, for example, strategies to help protect the habitat of the orang-utan by restricting the area of deforestation for palm oil, or, strategies to help prevent the decline in koala populations by restricting the felling of Eucalypt species 	
The resources provided by the environment and the reasons why they must be used sustainably	identifying some of the resources produced by the environment and where they come from, for example, water, food, and raw materials such as fibres, timber and metals that make the things they use	
	• understanding that sustainability is about the ongoing capacity of earth to maintain all life, and discussing what this means for the use of resources	
	applying the concept of sustainability to soil, a resource that should be used carefully because it produces essential commodities for people and can't be renewed quickly	
The significance of vegetation to the environment and people	describing the purposes of trees and shrubs and clarifying their importance in producing the oxygen all animals (including people) breathe, protecting land from erosion, providing habitat for animals, shelter crops and livestock, providing shade for people, and making places more attractive	
	• explaining the interactions between people and their local environment, for example, using, enjoying and caring for trees, parks and gardens, based on observations and discussions	
	• participating in a local revegetation program to explore the interactions between people and their environment, for example, through participating in a Landcare or Bushcare project	
The connection of Aboriginal Peoples	• identifying a range of environments in Australia and the Aboriginal Peoples and Torres Strait	

and Torres Strait Islander Peoples with all environments in Australia and the	Islander Peoples connected to them for example the alpine country of the Ngarigo People; rainforests, beaches and dunes of the Kuku Yalanji People, desert country of the Arrente People
development of knowledge and practices to sustain them	 investigating how Aboriginal and Torres Strait Islander ways of living before colonisation were adapted to the resources of their Country/Place, and how their environment provided them with everything they needed to live
	 discussing how Aboriginal and Torres Strait Islander knowledge and practices can sustain environments for example rotational use and sustainable harvesting of resources such as mutton bird harvesting in Tasmania
	 exploring the reciprocal movement of knowledge and practices among Aboriginal Peoples and Torres Strait Islander Peoples
The influence of the shape of the land	examining the relationships between landforms, slope and land use in Australia
on agriculture and urban settlement	• investigating the role of river valleys like the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges, in supporting food and fibre production
	examining the ways that hilly land has been made more productive by terracing in Indonesia or China
	identifying the influence of landforms such as, river valleys and natural harbours in the location of towns and cities in Australia
The location of the major countries of North America and South America in	using a globe, a wall map or digital application such as Google Earth, to identify the relative location of the major countries of North America and South America
relation to Australia and their types of natural vegetation	collaboratively researching the main types of natural vegetation and agricultural crops using a case study from North America and South America and comparing them to Australia
The sustainable management of waste	investigating how some waste can affect people's health, and damage the environment
which is created from activities related to production and consumption, and the reasons this waste needs to be managed	explaining why the sustainable management of waste involved the following principles of rethink, reduce, reuse, recycle and replace
	 demonstrating how natural processes can break down and recycle some wastes safely, as in composting, or purify water as it moves through the environment
	 exploring how their consumption, and the waste it produces, is influenced by advertising and peer pressure

Geographical Inquiry and Skills		
Content descriptions	Elaborations	
Observing, questioning and planning		
Develop questions related to a geographical issue	developing 'what?' questions about alternatives, and 'how do we know?' questions about knowledge	
	using contemporary issues reported in the media to initiate questions	
	developing questions about sustainability	
	brainstorming ways that data might be collected for an inquiry and choosing, with teacher guidance, the most effective method for a given investigation	
Collecting, recording, evaluating and representing		
Collect and record geographical information from a range of sources, for example, observations, maps, photographs, satellite images, the media and the internet	using Google Earth or similar applications to collect geographical information, for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Asia from its source to the sea	
	selecting and applying efficient methods of searching the internet for geographically relevant information, and learning how to evaluate this information	
	exchanging geographical information with schools in contrasting parts of Australia	
Construct and interpret large scale maps using basic	drawing maps using the appropriate mapping conventions	
cartographic conventions, including map symbols, scale and North point	using spatial technologies to create simple maps, and applying geographical conventions including cardinal compass points, symbols and colour codes	
	describing the location of features and places by distance and compass direction from another place	
	comparing the representation of a place on a map, an aerial photograph and a satellite image	

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Identify patterns and trends in data using methods such as lists, tables, picture graphs and column graphs, with and without the application of digital technologies and draw conclusions

- interpreting the data presented in picture, line, bar or column graphs, for example, information collected in a survey of waste produced in the school or their home
- using simple graphic organisers and concept maps to identify relationships
- discussing differences in students' conclusions, and clarifying the reasons for them

Communicating

Present geographic information using appropriate oral, graphic, written and visual communication forms, and use correct terminology

- developing a persuasive audio-visual text to promote action on an environmental issue
- using geographical terms to explain the relationship between the Earth's environment and sustaining life

Reflecting and responding

Reflect on what they have learned about the similarities and differences between places and about the sustainability of places developing a list sustainable management practices implemented in particular places across Australia, North America and South America, and identifying the similarities between them where appropriate

Propose possible actions they could take to promote awareness about the similarities and differences between particular places and how people can reduce their impact on the environment • explaining specific actions they could take to contribute to sustainability and why this would be necessary, with reference to examples such as their home or school, or a particular place in Australia, North America or South America

Year 4

By the end of Year 4, students explain how the environment influences the ways in which people live. They examine how the environment provides resources and justify the need to manage resources sustainably. They explain the consequences of production and consumption and debate the need for and its impact on environmental quality.

Students pose geographical questions which they can investigate. They label the countries of North America and South America on a map and then locate the geographical features of Australia and countries of the Asian region. To inform guided inquiry about environmental quality, students' access, collect and use primary and secondary sources. They interpret data from maps and satellite images to identify and explain trends, patterns and relationships. They present their information and evidence using a range of sources and reflect on their findings.

Year 5 – Human and environmental processes shape places

Year 5 Level Description

Human and environmental processes shape places builds on the environment concept to investigate how a hazard, for example, fire, influences people and their responsibility towards the natural environment across Australia. The concept of interconnection is drawn on to explain the links between environment and the characteristics of a place. An understanding of place is further explored through investigating location and relative location through identification of countries in Africa. The provision of service functions builds an understanding about the use of space within settlements.

The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to plan and implement action on a local environmental issue of significance to the community.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each year level.

- How can I explain why my place is like it is?
- How have people changed the environment of my place and other Australian places that I know about?
- How is the space within my local place organised, by whom and for what purpose?
- What could I do to make the place I live in a better place?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The climatic zones of the world and the influence of climate on the natural vegetation of a place	defining the difference between climate and weather and locating the different climate zones across Australia	
	demonstrating that the world is divided into climatic zones and that places within each zone have similar natural vegetation	
	outlining the relationship between latitude and climate	
	predicting the climate and natural vegetation of unfamiliar places by their location in the world	
	comparing the natural vegetation of their place with the natural vegetation of a place in another country which has a similar climate	
The location of the major countries of Europe and Africa in relation to Australia, and the similarities and differences between their climates and those of Australia	using a globe, wall map or digital application such as Google Earth, to identify the relative location of the major countries of Europe and Africa	
	• researching the links between climate and natural vegetation in one or more countries in Europe and Africa and showing how this is similar to or different from Australia	
The influence of the environment on the human characteristics of a place	comparing places in other countries that are climatically similar to the local place to analyse the ways in which different cultures adapt to and use similar environments	
	identifying and comparing places across the world that are based on fishing, forestry or mining to see if there are similarities produced by dependence on similar resources	
	compare and contrast the role of the monsoon on agriculture and life in countries of the Asia region with the Wet in Northern Australia	
The environmental characteristics of Australian places which have been shaped through knowledge and practices of Aboriginal Peoples and Torres Strait Islander Peoples	 investigating the ways that Aboriginal and Torres Strait Islander communities shaped the Australian environment through their methods of land and resource management, for example the use of fire, introduction of the dingo, mining and quarrying at Koonalda Cave evaluating the environmental effects of one of these changes, and its relevance for sustainable environmental management today 	

The environmental characteristics of Australian places which have been shaped through actions after colonisation	debating the extent of changes to a local environment after colonisation, for example, through vegetation clearance, urban development, drainage, irrigation, farming, forest plantations or mining
	 evaluating the environmental effects of one of the changes to a local environment after colonisation, and suggesting the most appropriate way to managing any significant change
The influence of service activities on the characteristics of towns in rural areas, or of	defining 'service activities', for example, retailing, medical services and office activities, and identifying the different locational patterns of different types of services
commercial and retailing places in large cities	discussing the reasons why many places depend on providing services to people and businesses in other places
	investigating the spatial pattern of selected service activities within a large city or around a major regional centre or in outback Australia and thinking of ways to explain the patterns
The influence people have on the characteristics of places and the spaces within them	explaining the influences on the growth of a settlement in their local area, town or rural area since colonisation
	• analysing the reasons why some places established in the 1800s in Australia have either not survived, or failed to grow
	• examining how the use of the space within their local place is organised through zoning
	• investigating a current local planning issue, for example, subdivision of farming land, and developing a class response to it
The impact of bushfires on environments and communities, and the need for careful management	recognising the role of fire, whether from human or natural causes, in shaping the vegetation of Australia
	• mapping and explaining the location, frequency and severity of bushfires in Australia
	• applying the principles of preparedness, mitigation and prevention to ways of reducing the effects of bushfires in their local area
	discussing people's responsibilities for the prevention of and recovery after a bushfire

Geographical Inquiry and Skills		
Content descriptions	Elaborations	
Observing, questioning and planning		
Develop a significant geographical question about the human and environmental processes shaping places, or about the diversity of the world, and plan a simple, structured inquiry to answer the question	 developing a significant question about topics in the knowledge and understanding strand understanding the stages in a geographical inquiry, and how to keep a class journal of each stage planning an investigation of the role of relative location as an explanation, as in the effect of distance from a major centre on the services found in a place planning an investigation of a local environmental, planning or social issue 	
Collecting, recording, evaluating and representing		
Collect, record and evaluate geographical information from a range of sources, for example, observations, maps, photographs, satellite images, statistics and reports while differentiating between primary and secondary data	 finding places in a street directory and atlas using the index interviewing people, for example, the conflicting parties in a planning or environmental dispute, and summarising the opposing points of view on an issue evaluating information for accuracy and bias 	
Interpret small scale maps and create maps for specific purposes, using spatial technologies as appropriate	using spatial technologies to map geographical data, for example, the location of recent bushfires in Australia, the distribution of selected service activities in their region, or information they have collected through fieldwork	
Analysing and concluding		
Identify and describe patterns and trends in data using methods such as graphs, tables, comparison of places and comparisons of spatial distributions, and draw conclusions	 constructing climate graphs and using them to interpret and compare the climate of different places constructing and interpreting data presented in line, bar, column and pie graphs, for example, data on the service activities in different places, or on opinions on a local issue identifying possible relationships by comparing places that are similar in one major characteristic, for example, by comparing places with similar climates but different 	

	cultures as a way of identifying the relative effects of climate and culture
Communicating	
Present conclusions supported by evidence, using a range of communication forms and correct terminology	 presenting a report, supported by evidence, on an investigation into a local issue making a poster display about the results of an inquiry, for example, on bushfire safety communicate with an audience using geographical terms for example, relative location, scale, natural hazard, cultural diversity, inequality, interconnections
Reflecting and responding	
Reflect on their learning about the characteristics of and diversity of places in the world	 discussing additional questions they would like to investigate about their own place and other places in the world deciding on possible actions that could be taken to reduce the impact of global environmental issues on the local community, for example, 'think globally, act locally', and debating which one would be the most effective
Plan for possible actions that could be taken to enhance sustainability and social justice in their own place and other places in the world	 deciding on possible actions which could be taken about a local issue, for example, to make a poster about the alternative views and their own recommendation planning and implementing a course of action on an environmental issue of significance to a local community either in Australia or elsewhere in the world suggesting alternative solutions and making recommendations on a course of action on a significant issue in the local area

Year 5

By the end of Year 5, students explain the relationship between climate and the environmental characteristics of places. They recognise that the environment influences the human characteristics of a place and how places change due to human activity. They understand that the world is divided into regions that share similar environmental characteristics.

Students identify geographical questions to investigate. They locate some major countries in Europe and Africa. When answering their inquiry questions, students collect and use primary and secondary sources and interpret maps of various scales and data in simple graphic formats. They identify trends, patterns and relationships using simple spatial and information and communication technologies. Students draw conclusions based on the information collected and present their findings using a range of sources. They reflect on their findings and suggest questions for further investigation.

Year 6 - We live in a diverse world

Year 6 Level Description

We live in a diverse world draws on the concepts of interconnection, scale and space by using a regional and global context to further develop an understanding of spatial patterns and connections between countries and major events. A deeper understanding about the concept of place is developed through examining the broad variations across the world in cultures, environments and social inequalities, further developing the capability of intercultural understanding.

The inquiry process provides opportunities to gather and represent data which should be used to inform decisions when planning and implementing action on significant global issues.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each year level.

- How unequal is our world and what could I do to make it more equal?
- What is the Asia region and what makes it a region?
- How is my place connected to other countries and what do I know about these countries?
- How am I connected to global events?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The world's cultural, economic and political regions	investigating the ways that different regions are defined for different purposes such as the Islamic region, the Middle East or the European Union	
	• researching the proportions of the Australian population and of the population of their local area who were born in each cultural region from Australian Bureau of Statistics (ABS) census statistics	
	 recognising that intercultural understanding depends on appreciating the similarities and differences between people of diverse cultures, and engaging with and respecting people from different traditions 	
	 comparing the major economic and political regions of the world, for example, the Association of Southeast Asian Nations (ASEAN), Asia-Pacific Economic Cooperation (APEC), the North American Free Trade Agreement (NAFTA) and the European Union (EU) with the map of cultural regions 	
Indigenous Peoples in the major regions of	identifying the Indigenous Peoples of some of the major regions of the world	
the world	investigating world views, environmental practices and connection to land of Indigenous Peoples globally	
The differences between countries in wealth, health, education and use of	describing how the wealth of a country can be measured by the average income of its population, while recognising that there are wealth inequalities within countries	
environmental resources	collaboratively researching the relationships between the wealth, health and educational level of countries	
	discussing how global citizenship can involve supporting basic human rights as expressed in the Universal Declaration of Human Rights	
	• justifying their responsibility towards improving equity of access to the world's environmental resources for all people	
The location of the major countries of the Asia region, their proximity to Australia and the environmental, cultural and	• investigating the region called Asia, identifying its boundaries, and discussing whether Australia is considered to be part of it	

demographic diversity within the region	• using a globe, wall map or digital application, for example, Google Earth, to identify the relative location of the major countries of the Asia region
	 developing a representation of the hierarchy of distance between Australia and the major countries of the Asia region, from closest to furthest away
	• locating and describing the variety of climates and peoples in the countries of the Asia region
	• exploring the diversity of environments, settlements, people, cultures and beliefs in at least two countries in the Asia region
The connections Australia has with other countries through relationships such as trade, migration, tourism, aid, education, defence or cultural influences, and the changes these connections are making to Australian places	collaboratively researching the connections between Australia and countries in the Asia region and the Pacific region and demonstrating how at least one of these connections is changing a place in Australia
	• understanding longitude, time zones and the International Date Line, and how they influence connections with other countries
	• investigating the reasons for Australians working or living in other countries, including those in the Asia region
	• demonstrating how mining or food exports are changing the nature of Australian places through case studies of one or more places
	• evaluating the effectiveness of Australian government or non-government aid to a particular country in the Asia region
The events in one place which connect other places throughout the world	• investigating a recent natural disaster somewhere in the world, for example, an earthquake or volcanic eruption, and examining its effects on places
	• investigating a recent political, sporting or financial event somewhere in the world, and examining its effects on places
	• finding media accounts of major events or natural disasters and the responses taken by Australia
The effect of people's connections, the media, proximity and events on people's knowledge and opinions of places throughout the world	• recognising that their awareness and knowledge of places is uneven, and exploring reasons for this
	• identifying generalisations and stereotypes about places and their people and researching their accuracy

• comparing representations of places and their people in different media

Geographical Inquiry and Skills		
Content descriptions	Elaborations	
Observing, questioning and planning		
Develop a significant geographical question about the human and environmental processes shaping places, or about the diversity of the world and plan a simple, structured inquiry to answer the question	 developing questions about topics in the knowledge and understanding strand developing questions about responsibilities planning an investigation to identify cause and effect relationships by comparing maps of spatial distributions evaluating questions for their geographical significance finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal and/or Torres Strait 	
Collecting, recording, evaluating and representing	Islander communities	
Collect, record and evaluate geographical information from a range of sources, for example, observation, maps, photographs, satellite images, statistics and reports, while differentiating between primary and secondary data	 exchanging geographical information with schools in other countries interviewing people, for example, on their knowledge and opinions of other places evaluating information for accuracy and bias 	
Interpret small scale maps and create maps for specific purposes, using spatial technologies as appropriate	 understanding that portraying the round world on flat paper produces distortions in maps comparing different map projections with the portrayal of countries on a globe thinking about why maps usually put North at the top, and reflecting on the consequences 	

Analysing and concluding		
Identify and describe patterns and trends in data using methods such as tables, graphs, comparisons of places, comparisons of spatial distributions and draw conclusions	 identifying patterns in the spatial distribution of geographical phenomena, for example, the per capita income of countries, and discussing ways to explain them using graphic organisers and concept maps to explore trends and patterns, or cause and effect relationships 	
	identifying possible relationships by comparing maps of spatial distributions, for example, maps of landforms and population distribution in a country in the Asia region, or maps of world cultural and political regions	
	conducting a class debate on a topical geographical issue	
Communicating		
Present conclusions supported by evidence, using a range of communication forms and correct terminology	presenting a report, supported by evidence, on something they have studied during the year	
	writing a media report on the geographical significance of a current event	
	communicating with an audience using geographical terms, for example, relative location, scale, natural hazard, cultural diversity, inequality, interconnections	
Reflecting and responding		
Reflect on their learning about the characteristics of and diversity of places in the world	considering whether their views on their own place or another place have changed as a result of their studies and how this impacts on their attitudes towards these places	
Plan for possible actions that could be taken to enhance sustainability and social justice in their own place and other places in the world	 deciding on actions they could take about a global issue, for example, participate in supporting the work of an aid agency plan and implement a course of action on a global issue that is significant to them 	

Year 6

By the end of Year 6, students understand that the world is divided into cultural, economic and political regions and that diversity exists between countries. They analyse how Australia is connected to other places and explain the effects of these connections on Australian and overseas places.

Students identify questions to inform a simple geographical inquiry. When answering their inquiry questions, students collect and use primary and secondary sources and interpret maps of various scales and data in graphic formats. They identify and explain trends, patterns and relationships using spatial and information and communication technologies. Students combine data and information to draw conclusions and they present their findings using a range of sources. They reflect on the findings of an inquiry and suggest questions for further investigation.

Year 7 Level Description

There are two units of study in the Year 7 curriculum for Geography.

Water in the world draws on the concepts of change, interconnection, scale and sustainability to investigate how water moves through the environment, and is valued, used and managed in Australia, North Africa or West Asia.

Places are for living in draws on the concepts of change, place, scale and sustainability to examine different types and functions of settlements and the liveability of places in Australia, the Asia region or Europe.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each unit.

Year 7 - Water in the world

- What are the characteristics of environmental resources such as water?
- How does the movement of water through the environment connect places together, and what are the implications of these linkages?
- What role does water play in different places and cultures?
- In what ways are water resources valued?
- Why are water resources so difficult to manage?
- Why is the management of water resources such an important issue in Australia and other parts of the world?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The types, use and sustainable supply of	defining, comparing and classifying environmental resources	
renewable, non-renewable and continuous environmental resources	investigating the relationship of resource use and sustainability in the context of a timeframe for the resource's replacement	
	researching the contribution of Aboriginal and Torres Strait Islander Peoples to knowledge about use and management of an environmental resource, for example, water	
The ways in which water connects places as	debating whether water can always be classified as a renewable resource	
it cycles through the environment in different forms, for example, groundwater, soil	explaining how the movement of water through the water cycle connects places	
moisture, stored water or surface water	investigating the differences between groundwater, stored water and surface water, and identifying their different uses	
	 explaining that most of the world's plant life and agriculture depend on soil moisture ('green water') and surface water ('blue water') 	
	using the inquiry process to study the movement of water through a catchment and identifying how its use influences the sustainability of its supply	
The cultural, aesthetic, recreational, health and economic values placed on water, using examples from Australia and countries from	acknowledging all people have a need for and a right to fresh water	
	 describing how people use and value water in many different ways, including the belief that water has spiritual significance 	
the Asia region	explaining that many places have communities and economies based on irrigation	
	comparing life in communities which do not have a regular water supply to homes, with life in communities which have a regular water supply to homes	
The value placed on water by Aboriginal Communities and Torres Strait Islander Communities	 exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal Peoples and Torres Strait Islander Peoples 	
	 discussing how water is used to identify groups of Aboriginal Peoples and Torres Strait Islander Peoples for example salt water people 	

	 investigating the interconnection of water systems as seen by Aboriginal Peoples and Torres Strait Islander Peoples
	 describing the contribution of Aboriginal and Torres Strait Islander Peoples to knowledge about use and management of water resources
	 comparing Indigenous and non-Indigenous practices in relation to water
The environmental reasons why Australia's available water resources are more limited	explaining the relationship between rainfall patterns and the continent's latitudinal location and elevation
than on other continents	• contrasting the causes of rain, and the resulting seasonal rainfall patterns, occurring in at least two localities in Australia with places on other continents
	• interpreting the spatial distributions of rainfall and evaporation in Australia and other continents
	 explaining the causes of run-off and comparing the flows of rivers in Australia with other continents
The scarcity and management of water in Australia and either North Africa or West Asia	 proposing reasons why water is a difficult resource to manage, for example, it is shared between places, has competing values and uses attached to its management, and the supply of water is variable over time and space
	 using case studies from Australia and either North Africa or West Asia to investigate the issue of water scarcity
	examining conflict in the use of water resources within or between countries
	 discussing the advantages and disadvantages of water management strategies, for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, changing from low value to high value uses of water, trade in virtual water, and reducing water consumption as ways of overcoming water scarcity
	 explaining how water scarcity affects people's lives and proposing actions to ensure future water security and the sustainability of water resources, for example, water sensitive urban design
The causes and impacts of hydrological	explaining the physical causes of the selected hazard
hazards, through a study of either droughts, storms, tropical cyclones or floods	 explaining the economic, environmental and social impacts of the selected hazard on people and places

•	debating the theories associated with the impact of human activity on the frequency and
	severity of the selected hazard

Year 7 – Places are for living in

- Why do people live where they do?
- How is liveability measured and perceived?
- How can the liveability of places be improved?

Geographical Knowledge and Understanding		
Content descriptions	Elaborations	
The influence of function, relative location and type of settlement on the liveability of a place	 exploring the environmental and socio-cultural factors that influence people's place of settlement, for example, socio-economic status, employment status, nearness to kin, attachment to place, environmental quality 	
	 comparing varying notions of 'remoteness' from a range of peoples' perspectives, for example, Aboriginal and Torres Strait Islander Peoples' distance from Country/Place, the Australian Bureau of Statistics description of remoteness, migrants notion of the 'old country' 	
	defining 'centrality' and exploring the effects of centrality on what places are like to live in	
	comparing accessibility to and availability of a range of natural resources, services and facilities between different types of settlements, for example, accessing clean water, sanitation, health services in Australia and other countries	
	describing places by their dominant functions, for example, residential, services for people and businesses, administration and management, agriculture, mining, transportation, manufacturing and tourism, and examining the effects of the mix	

	of functions on the liveability of a place
	 using a case study to investigate the changing liveability of different settlements, for example, urban decay to urban renewal, creating highway bypasses around small tourist towns
The influence housing density has on the liveability of cities in Australia and either the Asia region or Europe	 interpreting population data to classify residential areas into high, medium and low housing density, and comparing trends in the data with other places in the world
	debating the liveability of urban sprawl in contrast to the liveability of well-designed, sustainable, medium/high-density residential settlements
	comparing the transportation modes in places with different housing densities
	 explaining the factors which affect accessibility to a range of services and facilities and how this influences liveability
	 evaluating the socio-cultural and environmental advantages and disadvantages of different types of housing density, for example, establishing the relative merits of a community vegetable garden grown by residents in high-density settlements
The influence that demographic characteristics and trends have on the character of a place	 using trend data from the Australian Bureau of Statistics (ABS) to describe the demographic profile of their local place (age, birthplace, ancestry, occupational characteristics) and compare the trends with those of other places
	explaining the influence of the demographic profile of people on the nature of a place
	 debating the demographic characteristics, for example, age structure, ethnic diversity or uniformity, and rate of population growth or decline, that influence the perceptions and arguments for the liveability of a place
	identifying whether there are different communities living in the local area, and where these communities have come from
The factors which influence the decisions people make about where they would like to live	 realising that many Aboriginal Peoples and Torres Strait Islander Peoples choose to live on their Country/Place or would prefer to if they had the choice identifying the factors which influence people's choice of where to live and in

	what type of housing, for example, economic opportunities, lifestyle preferences, income, the housing market, accessibility to employment, perceptions of places, and personal safety
	 explaining how different factors which influence choice about where to live may apply at different scales and different stages of life
	 explaining why many of the world's people, including Australians, do not have much choice about where they live
	 predicting where they would like to live in the future and comparing their choices with those of other students and/or community members
The measures of liveability and the factors that influence how liveability is perceived, including people's age, education, income, cultural background, lifestyle and personal values	 defining the term 'liveability' and using the inquiry process to investigate their and others' interpretations of the concept of liveability in large cities, regional and rural areas, for example, cultural connections for refugees; adolescent 'bright lights' attraction; retiree tree change; families with children locating near schools, playgrounds, university
	 reflecting on personal needs to evaluate the liveability of places by researching the factors that make a place liveable and explaining how the perceptions of liveability about places vary from person to person according to age, education, income, cultural background and other variables
	 comparing perceptions of the advantages and disadvantages of living in different kinds of places and different types of housing in the local area and with other places in Australia, a country in the Asia region and Europe
	comparing the trend data with personal perceptions of crime and personal safety and evaluating the liveability of a place based on the findings of this inquiry
	 developing their own criteria to evaluate the liveability of a place and applying these criteria to the measures of liveability for their own locality
The strategies used to improve the liveability of places for different groups of people, including examples from Australia and Europe	 researching successful solutions and strategies implemented in other places and applying them to their own locality to improve liveability of places for young people
	investigating the diverse needs of groups in the community and devising ways of

improving the liveability for different groups of people in their own locality,
considering where compromises may be required in order to reach agreement

Geographical Inquiry and Skills		
Content descriptions	Elaborations	
Observing, questioning and planning		
Develop significant geographical questions about the human and environmental processes shaping places and plan and implement a simple guided inquiry to answer it	developing questions about an area of focus in the Geographical Knowledge and Understanding strand, for example, the causes of water scarcity or factors affecting the liveability of a place	
	identifying existing knowledge about a topic and discussing what they want to learn	
	developing questions about the significance of spatial distribution, for example, the spatial distribution of rainfall in Australia	
	deciding what data is needed to answer the question and how to collect the data	
Collecting, recording, evaluating and representing		
Collect, record and evaluate primary and secondary data, and differentiate between quantitative and qualitative data	gathering relevant data from a range of digital and other sources, for example, images, maps, statistics, annotated field sketches, digital images, surveys, interviews, reports, Census data and the media	
	differentiating between the quantitative and qualitative data used in an investigation	
	evaluating information for accuracy and bias	
Create and interpret maps and other forms of graphic	• using digital mapping tools to map the spatial distribution of indicators of liveability	
representation, using spatial and information and communication technologies	constructing tables, graphs, maps and diagrams to represent the data collected	
Analysing and concluding		
Apply a range of methods to identify and account for trends, patterns and relationships evident in	constructing and interpreting population pyramids to identify changes in the age structure of a population	
representations of geographical data sources, for	using aerial images of contrasting urban areas to identify differences in housing	

example, topographic maps, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, and draw conclusions	 densities using graphs, synoptic maps, satellite images and modelling to examine the temporal and spatial patterns of the selected hazard in Australia and another region of the world, for example, the Pacific region measuring the variability of rainfall at different locations using digital maps and overlays of an area to observe, describe and contrast geographic phenomenon, for example, the relationship between population density and rainfall
Communicating	
Present conclusions as reasoned arguments, using a range of communication forms (written, oral, graphic and visual) and digital technologies, and use correct terminology	 using information and communication technologies to exchange information and ideas, for example, a Wiki presenting a report, supported by graphic representations, to communicate a reasoned argument, for example, to advocate for actions to ensure future water security
Reflecting and responding	
Reflect on what they have learned about a particular issue against criteria consistent with the principles of economic resilience, social justice and sustainability	 reflecting on personal values and attitudes and how these influence responses to an issue, for example, perceptions of crime on liveability learning how to evaluate trends in water management or urban planning for their sustainability
Justify the reasons for action and related possible methods of response to a contemporary issue	designing actions to respond to the need for sustainability and social justice, for example, the need to ensure a sustainable water supply

Year 7

By the end of Year 7, students understand the importance of water as a resource and the need for it to be managed sustainably. They understand how the liveability of settlements can be measured, compared and improved. They apply the concepts of interconnection and scale to explain the importance of water and measures of liveability. They also apply the concepts of change and sustainability to describe the type and effectiveness of strategies which have been designed to manage water and improve the liveability of places.

Students plan a simple geographical inquiry. They identify inquiry questions and an appropriate methodology. When answering their inquiry questions, students collect and use sources of primary and secondary data and interpret maps of various scales to explain spatial patterns. They identify and explain trends, patterns and relationships using maps, satellite images, aerial photographs and other graphic representations of data. Students synthesise data and information to draw conclusions and present their reasoned findings using a range of texts. They reflect on the inquiry process and decide on how to respond to an issue.

Year 8 Level Description

There are two units of study in the Year 8 curriculum for Geography.

Landforms and landscapes draws on the concepts of change, environment, scale and sustainability to investigate key geomorphological processes and their resulting landforms, geomorphological hazards and soils, threats posed by human activities and proposed future use of environments in Australia, a country in the Asia region, and a country from elsewhere in the world as appropriate.

Reshaping the nation draws on the concepts of change, interconnection, scale, space and sustainability to explore the similarities and differences, advantages and disadvantages in the location, type and features of settlements in geographically large countries including Australia, China and the United States of America.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each unit.

Year 8 - Landforms and landscapes

- Why are there certain kinds of landforms in the different landscapes?
- What is the significance of landforms to people?
- When are geomorphological processes hazardous, and how can the hazards be managed?
- Are landscapes worth protecting? Does protecting imply preserving the landscape?

Geographical Knowledge and Understanding Content descriptions Elaborations		
The different types of landscapes and their		
distinctive geomorphic landform features	 explaining that landscapes are made up of elements of the natural, managed and constructed environment 	
	identifying and describing different types of landscapes such as grasslands, rainforests and lakes	
	 mapping the location of geomorphic landscapes, for example, coastal, riverine, mountain and arid, in Australia and the world 	
	describing some of the different types of landforms within a selected landscape	
The geomorphic processes which produce	explaining the processes producing landforms, using examples from the local area and the world	
landforms	comparing the influence of folding, faulting or volcanism on chosen landforms, where relevant	
	describing the influence of rock type on the formation of the chosen landforms	
	 researching the effects of weathering, erosion by water and wind, and transportation and deposition on two landforms, one of which should be in Australia 	
The relationship between geomorphic processes	debating whether soil can be classified as a renewable resource	
and the quality and character of soils; and the relationship between soil quality and agriculture	 describing the influence of parent material, climate, landforms and age on the agricultural quality of a soil 	
	 proposing reasons why the quality and characteristics of soil is significant and has implications for agriculture in Australia 	
	 identifying and comparing the extent, location and use of good quality soils in Australia and another country 	
	explaining the causes and analysing the extent of accelerated soil erosion in Australia and another country	
The aesthetic, emotional, cultural and spiritual values people place on landscapes and	 describing individual feelings, opinions and beliefs about particular landscapes and comparing these with other people 	
landforms	evaluating the significance of landscapes in Australian literature, film, art and identity	
	critiquing the role of landscapes in tourism	

	 expressing the creation and Dreaming stories of Aboriginal Peoples and Torres Strait Islander Peoples and other Indigenous societies which explain the meaning of landforms and how they were created examining a community's beliefs about and connections to particular landscapes in a country of the Asia region
The value placed on landforms and landscapes by Aboriginal Communities and Torres Strait	 exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with landscapes and landforms for Aboriginal Peoples and Torres Strait Islander Peoples
Islander Communities	 investigating the interconnection of landforms as seen by Aboriginal Peoples and Torres Strait Islander Peoples
	 describing the contribution of Aboriginal and Torres Strait Islander Peoples to knowledge about use and management of landforms and landscapes
	 comparing Indigenous and non-Indigenous practices in relation to landforms and landscapes
The causes and impacts of landscape hazards,	comparing and contrasting the natural causes and distribution of the chosen landscape hazard
for example, volcanic eruptions, earthquakes, tsunamis, bushfires, coastal erosion, rip currents, landslides and avalanches	 discussing the extent to which human alteration of environments has contributed to the occurrence of the landscape hazard
	 describing how the damage caused by landscape hazards is influenced by social and economic factors, for example, where people choose to live, poverty, lack of infrastructure, unpreparedness, and lack of resources to respond effectively
	 examining how people's activities increase their vulnerability to landscape hazards
	 learning how to identify rip currents and manage their dangers
The environmental world views of people and	describing different environmental world views such as individual-centred and earth-centred
how these affect their support for the protection of landscapes with aesthetic, cultural or spiritual value	 investigating a landscape whose value is threatened by human activities and/or the physical processes that are producing degradation
Value	 identifying the stakeholders and their reasons for conflict over the protection of a landscape and developing a proposal to minimise the conflict
	 describing how and why landforms of significance to Aboriginal and Torres Strait Islander Peoples should be, and/or already are, protected
	• justifying the effectiveness of a program designed to preserve the aesthetic, cultural, emotional

and spiritual values of a landscape

Year 8 - Reshaping the nation

- Why do so many Australians live in so few cities, and what are the consequences?
- How has migration changed Australia cities and urban lifestyles?
- How can global connections change national geographies?
- How can economic growth in one region of a nation affect other regions?
- Will so many Australians continue to live in so few cities into the future? What are the implications for sustainability of urban and rural areas?
- How do the patterns of cultural diversity differ from place to place?

Geographical Knowledge and Understanding	
Content descriptions	Elaborations
The reasons why urban settlement patterns of geographically large countries differ, with a focus on Australia and the United States of America	 investigating the origins of different urban concentrations across Australia, for example, through the history of European settlement, the export-orientation of the economy, the shape of transportation networks, the location of manufacturing growth after 1945, the environmental constraints on higher rural population densities, and people's choices of where to live
	 exploring the reasons why Australia's population is highly concentrated in a few large cities and the key differences or similarities between these cities
	 explaining how Australia's urban concentrations are similar to or different from urban concentrations in the United States
The economic, environmental and social advantages and disadvantages of large cities	summarising the advantages and disadvantages of Australian urban places as places in which to live
	 exploring the arguments for and against a more balanced distribution of the urban population, including those relating to environmental sustainability
	researching Canberra as an example of what may be required to create a new, inland city
	proposing how cities can reduce their environmental impacts in the future
The effects of international migration on Australia	identifying and explaining where international migrants come from, the reasons why they

cities and urban lifestyles	migrate and where they settle in Australia
	comparing and contrasting the changing distribution of migrant communities within Australian cities over time
	 discussing the effects of international migration to Australia with international migration to the United States of America, and Canada or a country in Europe
The ways in which global economic connections change a country's geography, using examples	identifying the effects of mining in Australia and manufacturing in China on regional growth in both countries
from Australia and China	 proposing how the agriculture, mining and tourism industries have positive effects on employment in manufacturing and services, both in regions of production and in other places across Australia, particularly in the cities
	 justifying whether the exploitation of local natural resources has benefited the Aboriginal and Torres Strait Islander communities who belong to that Country/Place
	explaining how the rapid economic growth of one region of Australia or China can have negative effects on the economies in other regions of that country
	 describing why populations of places connected to resource extraction can be both advantaged and disadvantaged
The effects of internal migration on the redistribution of population, with specific reference to Australia and China	 recognising the contrast between the concentration of the Australian population in the south and east of the continent, and the concentration of economic growth in the northern and western parts of the continent
	comparing the patterns of internal migration in Australia and China
	 investigating the economic, environmental and social effects of internal migration on the places people go to and the places they leave in Australia and China, including the 'fly-in fly-out' phenomenon
The spatial pattern of cultural diversity in large countries or regions of the world, with specific	investigating the spatial patterns of diversity now and in the past among Aboriginal Peoples and Torres Strait Islander Peoples
reference to Aboriginal Peoples and Torres Strait Islander Peoples and other cultural groups in Australia, and the people of Indonesia	 evaluating whether other geographically large areas in the world, for example Europe or South Asia, have more cultural diversity between regions than the non-Aboriginal and Torres Strait Islander population of Australia

examining cultural diversity between regions in Indonesia

Geographical Inquiry and Skills	
Content descriptions	Elaborations
Observing, questioning and planning	
Develop significant geographical questions about the human and environmental processes shaping places and plan and implement a simple guided inquiry to answer the questions	developing questions on an area of focus in the Geographical Knowledge and Understanding strand, for example, types of landforms or reasons for urban settlements
	developing questions about the significance of spatial distribution, for example, the positive and negative effects of the spatial concentration of population in Australia
	developing questions about how to explain change, for example, changes in a spatial pattern
	planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the causes and consequences of urbanisation
	deciding what data is needed to answer the question and how to collect the data
Collecting, recording, evaluating and representing	
Collect, record and evaluate primary and secondary data, and differentiate between quantitative and qualitative data	gathering relevant data from a range of digital and other sources, for example, images, maps, statistics, annotated field sketches and digital images, surveys, interviews, reports and the media
	evaluating information for accuracy and bias
	using annotated field sketches and digital images (for example, photographs) to identify and classify landform features
Create and interpret maps and other forms of graphic representation, using spatial and information and communication technologies	using digital mapping tools to map demographic or economic data for Australia or China
	• using a spatial technologies application, for example, Geographical Information

	Systems (GIS), to map geomorphological features using data from Geoscience Australia
	constructing tables and graphs to depict demographic or economic change
Analysing and concluding	
Apply a range of methods to identify and account for trends, patterns and relationships evident in representations of geographical data sources, for example, topographic maps, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, and draw conclusions	 analysing a spatial distribution to identify possible cause and effect relationships using digital mapping tools to map the cultural and demographic diversity of Aboriginal and Torres Strait Islander Peoples using topographic maps and digital terrain models to investigate landforms interpreting cross-sections or block diagrams of landform features analysing trends in internal migration in Australia
Communicating	
Present conclusions as reasoned arguments, using a range of communication forms (written, oral, graphic and visual) and digital technologies, and use correct terminology	 using information and communication technologies to exchange information and ideas, for example, a Wiki presenting an oral report, supported by an audio visual display, to communicate a reasoned argument, for example, to advocate for actions to ensure that landscapes are preserved for use by future generations
Reflecting and responding	
Reflect on what they have learned about a particular issue against criteria consistent with the principles of economic resilience, social justice and sustainability	 reflecting on personal values and attitudes and how these influence responses to an issue learning how to evaluate trends to gauge their sustainability designing actions to respond to the need for sustainability and social justice, for example, the need to develop awareness about the significance of landscapes to Aboriginal and Torres Strait Islander Peoples
Justify the reasons for action and related possible methods of response to a contemporary issue	designing actions to respond to the need for sustainability and social justice most suited to the focus of study on landforms and landscapes or urban settlements

Achievement Standard

Year 8

By the end of Year 8 students understand the formation of a particular geomorphological landscape and why particular patterns of urban concentrations have developed. They can describe measures used for landscape protection and hazard mitigation. They apply the concepts of change, interconnection and scale to explain the formation of particular landforms and trends in urban concentration. They also apply the concept of sustainability to describe the strategies which have been designed to protect landscapes, mitigate hazards and manage the effect of economic change within countries.

Students plan a simple geographical inquiry that includes a purpose, specific aims and an appropriate methodology. When answering their inquiry questions, students identify, collect and use sources of primary and secondary data and interpret maps of various scales to analyse spatial patterns. They identify and analyse trends, patterns and relationships using topographic maps, satellite images, aerial photographs and other graphic representations of data. Students synthesise data and information to draw conclusions and rebut alternative views. They present their reasoned conclusions and explore different perspectives using a range of texts. Students reflect on the inquiry process, decide on how to respond to an issue and develop a plan of action.

Year 9 Level Description

There are two units of study in the Year 9 curriculum for Geography.

Biomes and food security draws on the concepts of environment, place, space and sustainability through an investigation of biogeography, agricultural production and associated constraints within Australia, a country from South-East Asia and another country from elsewhere in the world as appropriate.

Going with the flow draws on the concepts of environment, interconnection, place, space, and sustainability to explore the patterns in people's connections to the rest of the world through their purchasing power, use of information and communication technologies and interest in world events, with a focus on Australia, the United States of America and the countries of North-East Asia.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each unit.

Year 9 – Biomes and food security

Key inquiry questions

- How and why do the world's biomes differ in their biomass production?
- What factors influence crop yields?
- How is food production in Australia changing?
- What are the main environmental threats to future increases in world food production, and how can they be overcome?
- How can geographical concepts be applied to making agriculture more sustainable?

Geographical Knowledge and Understanding	
Content descriptions	Elaborations
The distribution and characteristics of biomes as major world ecosystems with distinctive climates, soils and vegetation, and how we depend on them for food and a wide range of products	 understanding that ecosystems are communities of living things together with the physical environment that sustains them, and that they can be identified at all scales – from a small patch of vegetation to the Earth's biosphere identifying and describing the major biomes of Australia and the world, and
	explaining their spatial distribution
	 examining the relationship between climate, soils and vegetation at different scales
	describing how urban areas are dependent on rural areas
	 correlating the distribution of major food and fibre production with the world's biomes
The economic, environmental and technological factors that influence crop yields across the world's biomes	examining the differences in biomass production (as measured by Net Primary Productivity) between biomes
	 identifying other environmental factors that support high crop yields, for example, naturally fertile soils, favourable landforms and water for irrigation, using wheat, rice and maize as examples
	describing how crop yields are also influenced by technologies, labour, markets and accessibility, using wheat, rice and maize as examples
The central role of rice in the economies, societies and cultures of South-East Asia, and the environmental impacts of its cultivation	 evaluating the role of rice in the economies, societies and cultures of South-East Asia, and in the spatial distribution of population in the region
	 describing the different rice growing systems in South-East Asia, and the ways in which they have changed environments
	investigating how rice production has been increased in South-East Asia, and evaluating the environmental sustainability of the methods used
The changing nature of food production in Australia and the world and the importance of agricultural innovation	investigating the changing nature of Australian agriculture including the shift from family operated farms to large-scale, corporate enterprises, the adoption of

	new farming practices and technologies, the competition from global flows of agricultural products, the market power of Coles and Woolworths in the retailing of food, foreign ownership and control, and changing consumer preferences • evaluating the ways that agricultural innovations have reduced some of the environmental limitations of food production
	predicting the effects of future population growth in Australia on food exports
The challenges to food security in Australia and the world, including land and water degradation, shortage of fresh water, competing land uses and climate change	 discussing the diversity of threats to future food production including the loss of agricultural land through biofuel production, industrial pollution, mining, salinity, soil erosion, recreational use and urban development
	 evaluating the projected effects of climate change on agricultural production in Australia and the world
	 comparing the possible environmental impacts of agricultural expansion and agricultural intensification as alternative ways of achieving an increase in food production
The extent to which progress towards more sustainable agricultural systems depends on restoring some of the characteristics and functioning of the original ecosystems	evaluating the success of methods to partially reverse any adverse environmental impacts of agriculture, for example, revegetation, minimum tillage, reduced inputs of fertiliser and water, and restoration of wetlands
	 researching ways of restoring nutrient cycles and suggesting the most effective method
	exploring the Indigenous agricultural and food security practices within original ecosystems

Year 9 – Exploring interconnections

Key inquiry questions

- What are the influences on how places are used and what can be done to improve the use of and access to places?
- How do our purchases affect places and environments?
- Are information and communication technologies reducing the effects of location and making people throughout the world more equal in their access to information?
- Does the migration of people to work temporarily somewhere else benefit the places of both origin and destination?
- What are the resulting opportunities and challenges of developments in information and communication technologies and increasing population mobility?

Geographical Knowledge and Understanding	
Content descriptions	Elaborations
The way people's perceptions of places and their accessibility to them affects how they engage with and connect to those places	 comparing students' perceptions and use of places and spaces in their local area, particularly between males and females, for people with a disability, people from different cultures and Indigenous and non-Indigenous Peoples, and reflecting on the differences
	 discussing the different types of places where people can feel either included or excluded, safe or threatened, and reflecting on the validity of these perceptions
	 examining the role transport plays in people's ability to access places and undertake activities
	justifying ways to redesign transportation in a local area to improve access to places
The way peoples' patterns of consumption connect places, including in Australia, North-East Asia and the United States of America	 researching a city in North-East Asia and/or the United States of America that specialises in product design and/or manufacturing, and finding out how its economic role has influenced its growth, built environment, population and human wellbeing
	 explaining how transportation and information and communication technologies make it possible for some places in the world to specialise in design and some to specialise in manufacturing

The environmental and social consequences of people's consumption decisions and the implication of these choices for sustainability in the future	evaluating the effects of purchases of imported products on environments, for example, palm oil on biodiversity across the world
	discussing the effects of purchases of electronic equipment on places that produce the raw materials and places where the product is disposed
	 identifying the hazards of electronic waste and proposing who should be responsible for its safe disposal and strategies for safe disposal
	comparing the labour practices of transnational corporations producing consumer goods in developing countries to labour practices in Australia
The ways in which the diverse activities and interests of Australians shape places and the challenges and	 exploring the characteristics of towns, and of places within large cities, whose main function is to provide for people's cultural, religious, recreational and/or leisure interests
opportunities this presents for designing more sustainable futures	 using major national and international events, for example, sporting competitions or music festivals, and analysing the advantages and disadvantages these events have on hosting cities and towns
	 explaining the changing destination choices of Australian tourists within and outside Australia, and comparing and contrasting the effects these choices have on places
	 debating the origins, diffusion and adaptation of a particular form of culture, for example, a type of music, clothing, food tastes and games
The effects of information and communication technologies on development in low and middle income countries	describing the differences in people's access to the internet between and within countries, and exploring the significance of this distribution
	investigating how information and communication technologies can be used to create economic development in rural places in Africa
	 examining the global location of services, for example, call centres, data processing, employee services, information technology support, software development and technical services, and the effects on places, for example, in India or the Philippines
The effects of people's high levels of national and global mobility on their identity, attachment to place,	examining the frequency with which Australians change their place of residence and identifying patterns and trends
and perceptions of other places	 comparing and contrasting the global mobility of Australians working overseas and non- Australians working in Australia

reflecting on the implications of this mobility

Geographical Inquiry and Skills	
Content descriptions	Elaborations
Observing, questioning and planning	
Develop significant geographical questions about the human and environmental processes shaping places and plan and undertake a guided inquiry with aims and	developing questions about an area of focus in the Geographical Knowledge and Understanding strand, for example, the patterns of population mobility or importance of food security
appropriate methodology to answer the questions	developing questions stimulated by reports in the media
	developing questions about futures
	evaluating questions for their geographical significance
	recognising that geographical phenomena may have underlying as well as immediate causes
Collecting, recording, evaluating and representing	
Collect, record and evaluate primary and secondary data, following ethical research methods including the protocols for consultation with Aboriginal and Torres Strait Islander communities where appropriate	conducting ethical research which considers the protocols for consultation with local Aboriginal and Torres Strait Islander communities
	• gathering relevant data from a range of digital and other sources, for example, images, maps, statistics, annotated field sketches and digital images, surveys, interviews, reports and the media
	• collecting quantitative and qualitative data using interviews, for example, to investigate the effects of transport availability on the places people visit regularly and the activities they participate in
	evaluating the reliability of secondary data, for example, by finding out how it was collected, by whom and for what purpose
Create and interpret maps and more complex forms of graphic representations using spatial and information and communication technologies	understanding that data can be represented on maps in many different ways, for example, choropleth or dot maps
	creating a diagram to illustrate the flows of matter and energy within a biome, and the alterations to these flows produced by agriculture

	interpreting a graph showing the monthly balance between rainfall and evaporation in their local area
Analysing and concluding	
Apply a range of methods to identify, explain and test trends, patterns and relationships in geographical data represented in sources, for example, choropleth maps, scatter plots, tables, satellite images and aerial photographs, and draw conclusions	constructing a graph to show the relationship between growth in world population and growth in world food production
	comparing maps showing transport networks with survey responses on personal mobility
	 using digital mapping tools to map the relationship between biomes and world food production
	analysing maps of world internet traffic and malware
Communicating	
Develop a written extended response or report, supported by tabular, graphic or visual representations, and present the content to an audience, and respond to questions that may be posed by members of the audience	writing an extended response or report on a topic related to the Geographical Knowledge and Understanding strand
	 presenting the response orally, supported by visual aids, and responding to questions
Reflecting and responding	
Reflect on what they have learned about a particular issue against criteria consistent with the principles of economic resilience, social justice and sustainability	reflecting on the role of personal values and attitudes in influencing their responses to situations involving questions of economic resilience, environmental sustainability or social justice
	reflecting on an inquiry and suggesting ways it could be improved
Reflect on the contribution of geographical concepts and methods to an understanding of the causes of and solutions to contemporary issues	reflecting on the contribution of geographical concepts and methods to an understanding of the causes of and solutions to issues related to biomes, food security, interconnections or mobility
Assess alternative responses and propose a recommended course of action to respond to a contemporary issue	evaluating alternative responses before deciding on a course of action most suited to the focus of study on biomes, food security, interconnections or mobility

Achievement Standard

Year 9

By the end of Year 9 students understand the effect of food production on the environment and the factors influencing future world food security. They also understand how people's behaviour both influences and is influenced by place. They apply the concept of environment to analyse the effect of food production on biomes. They apply the concepts of place and space to explain the patterns and effects that people's behaviour and choices are having on places. They can also apply the concept of sustainability to analyse the success of strategies and plans which have been designed to protect future food security and to analyse existing or proposed plans for built places and spaces.

Students plan a basic geographical inquiry on a collaboratively determined environmental issue or process. When conducting their inquiry, students collect data, including qualitative and quantitative data from primary and secondary sources, using appropriate methods. They create maps and other forms of graphic representations to illustrate patterns of geographical phenomena and the outcomes of geographical processes. They collaboratively identify improvements to the data collection process. They identify, analyse and explain trends, patterns and relationships using topographic maps, satellite images, aerial photographs and other graphic representation of data. Students consider alternative views when drawing conclusions. They present and justify their conclusions using spatial and information and communication technologies in a range of texts. They reflect on the inquiry process and the findings and consider alternative responses to the issue or process being investigated.

Year 10 Level Description

There are two units of study in the Year 10 curriculum for Geography.

Environmental change draws on the concepts of environment, change, interconnection and sustainability to investigate the type and extent of change and the management strategies used in response to the effects of the changes for a chosen environment in one or more countries of the world, selected as appropriate.

Global geographies of human wellbeing draws on the concepts of change, interconnection and sustainability to explore the measures and differences of wellbeing for populations within a country and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied. Case studies can be used from Australia and the countries of South America and Sub-Saharan Africa. The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order in and depth at which they are taught are programming decisions.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions are articulated at the beginning of each unit.

Year 10 – Environmental change and management

Key inquiry questions

- What does sustainability mean?
- What geographical concepts and techniques can be applied in environmental management?
- What can we learn from the land management practices of Aboriginal Peoples and Torres Strait Islander Peoples?
- How can environmental degradation caused by human actions be explained?

Geographical Knowledge and Understanding	
Content descriptions	Elaborations
The human-initiated environmental changes that threaten the sustainability of the source, sink, service and spiritual functions of the environment and its ongoing ability to support all life	 describing the concept of sustainability and the functions of the environment that should be sustained evaluating the extent to which the sustainability of these functions are
	threatened by human activities and result in land degradation, loss of biodiversity, degradation of inland and coastal aquatic environments, water and atmospheric pollution, and degradation of scenic and historic places, or contribute to climate change
	 understanding the concept of ecosystem services and the importance of these services for sustainability, and evaluating the direct, indirect and intrinsic value of biodiversity to humans
coast, marine, built.	he following types of environment as the context for their study: land, inland water,
Comparisons should be made between Australian example	es of the selected type of environment and examples from at least one other country.
The application of human–environment systems thinking to the causes of environmental change	 analysing the causes of environmental change by identifying the human actions that produce environmental changes; the biophysical processes involved in the changes; and the underlying attitudinal, demographic, social, economic, technological and political causes of the human actions
	 explaining that the environmental impacts of people are proportional to their numbers, their affluence and consumption patterns, and the ability of technologies to reduce their impact
	outlining how some environments are less resilient to change than others
The application of geographical concepts and skills to the management of environmental change	 evaluating strategies, for example, establishing reserves and corridors to preserve biodiversity (a spatial strategy); ecosystem based management (an environmental strategy); urban planning to reduce energy consumption (a spatial strategy); and addressing underlying as well as immediate causes

	 (holistic thinking) of environmental change presenting reasons why different places have different problems and proposing different solutions to managing environmental change
The Aboriginal and Torres Strait Islander approaches to custodial responsibility and land management	 researching the role of Aboriginal and Torres Strait Islander Peoples in environmental management evaluating Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices
The importance and application of considering economic viability, environmental benefit and social justice when proposing sustainable solutions	 explaining the principle that sustainability in one place cannot be achieved at the expense of environmental conditions in other places explaining the principle that global sustainability depends on an equitable sharing of global environmental functions debating the ethical dilemmas of national and international conservation programs

Year 10 - Global geographies of human wellbeing

Key inquiry questions

- Why do the various definitions and measures of human wellbeing produce different rankings of the wellbeing of countries and regions within countries?
- · What is the significance of these differences?
- Are there any relationships between the wellbeing of countries and their population growth rates, environments, relative location and level of conflict?
- How does conflict affect the wellbeing of people?
- How does where you live within a country influence your wellbeing?

Geographical Knowledge and Understanding	
Content descriptions	Elaborations
The different concepts and ways of measuring human wellbeing, and how these can be applied to measure differences between and within places	 identifying and evaluating ways of measuring these concepts of wellbeing and applying them to investigate differences in human wellbeing between and within the countries of the world, and comparing the results from different measures
	comparing and contrasting concepts of human wellbeing held by Aboriginal Peoples and Torres Strait Islander Peoples with those held by a range of other Australians
	interpreting trends in the differences between countries in wellbeing over time
The interrelationships between population growth and human wellbeing	analysing the reasons for differences in the fertility and mortality rates of countries and comparing the resulting rates of population growth or decline
	 recognising that the current size of the population of Europe has been reduced by migration to the Americas, Australia and New Zealand over several centuries
	evaluating the interrelationships between fertility and income
	assessing the implications of low fertility for human wellbeing in developed countries
The past effects of environment and relative	evaluating the evidence for and against the influences of climate and resources on

location and the possible effects of future climate change and environmental degradation on the wellbeing of countries, with specific reference to case studies from Latin America and/or Sub-Saharan Africa	 human wellbeing evaluating the risks posed by environmental degradation to the wellbeing of countries evaluating the evidence for and against the influence of relative location on human wellbeing 			
	 evaluating the projected effects of climate change on countries in Latin America or Sub-Saharan Africa 			
The influence and consequences of conflict on the	identifying places around the world where there is or has recently been conflict			
wellbeing of places	evaluating the role of environmental resources in generating conflict			
	 examining the effects of conflict on the wellbeing of people in places, for example, refugee migration to Australia and other countries 			
The variations in human wellbeing within nations,	evaluating differences in wellbeing across India and Australia			
at both regional and local scales, such as case studies from India and Australia	 evaluating differences in the wellbeing of Aboriginal and Torres Strait Islander Peoples across Australia, and the extent to which these differences depend on how wellbeing is measured 			
	recognising the differences in wellbeing between people within regions and localities			
	 evaluating the social and political consequences of spatial differences in wellbeing at regional and local levels 			
The reasons for and effectiveness of government and non-government programs to improve human	understanding why nations have policies to reduce economic and social inequalities between places, and describing what these policies are in Australia			
wellbeing in places in Australia and other countries	 examining the extent to which China's policies to spread development to its western regions, or India's strategies to reduce regional social inequalities, have been achieved 			
	analysing the success of an Australian Government overseas economic and social development program or a non-government overseas aid program			
	discussing their responsibilities towards human inequality and how they might be involved in a non-government overseas aid program			

Geographical Inquiry and Skills				
Content descriptions	Elaborations			
Observing, questioning and planning				
Develop significant geographical questions about the human and environmental processes shaping places and undertake a guided inquiry with aims and appropriate	developing questions about an area of focus in the <i>Geographical Knowledge and Understanding</i> strand, for example, the causes of environmental change, and the extent of variation in global wellbeing			
methodology to answer the questions	developing questions stimulated by reports in the media			
	developing questions about futures			
	evaluating questions for their geographical significance			
	recognising that geographical phenomena may have underlying as well as immediate causes			
Collecting, recording, evaluating and representing				
Collect, record and evaluate primary and secondary data, following ethical research methods including the protocols for consultation with Aboriginal and Torres Strait Islander communities where appropriate	gathering relevant data from a range of digital and other sources, for example, images, maps, statistics, annotated field sketches and digital images, surveys, interviews, reports and the media			
	using Gap minder or similar sources to collect data on countries			
	implementing a structured and ethical research methodology to collect primary data			
	evaluating the reliability of secondary data, for example, by finding out how it was collected, by whom and for what purpose			
Create and interpret maps and more complex forms of	using digital mapping tools to map measures of environmental change			
graphic representations using spatial and information and communication technologies	constructing and interpreting choropleth maps to show patterns of human wellbeing at a local scale, using digital technologies			
	using a spreadsheet to calculate a wellbeing index combining several variables,			

	for countries or smaller areas		
Analysing and concluding			
Apply a range of methods to identify, explain and test trends, patterns and relationships in geographical data	• using topographic maps and satellite images to analyse environmental change, for example, the clearance of vegetation, or to plan a vegetation corridor		
represented in sources, for example, choropleth maps, scatter plots, tables, satellite images and aerial photographs, and draw conclusions	using scatter plots of data for countries or smaller areas to investigate the relationship between two variables, for example, per capita income and life expectancy for countries, and to identify outliers		
	constructing computer-generated tables, graphs, maps and diagrams to analyse data on human wellbeing		
Communicating			
Develop a written extended response or report, supported by tabular, graphic or visual representations,	writing an extended response or report on a topic related to the Geographical Knowledge and Understanding strand		
and present the content to an audience, and respond to questions that may be posed by members of the audience	constructing a logical argument, supported by evidence, for example, accounting for observed patterns in wellbeing at the local, national and global scales		
Reflecting and responding	,		
Reflect on what they have learned about a particular issue against criteria consistent with the principles of economic resilience, social justice and sustainability	 reflecting on the role of personal values and attitudes in influencing their responses to situations involving questions of economic resilience, environme sustainability or social justice 		
	reflecting on an inquiry and suggesting ways it could be improved		
Reflect on the contribution of geographical concepts and methods to an understanding of the causes of and solutions to contemporary issues	reflecting on the contribution of geographical concepts and methods to an understanding of the causes of and solutions to issues related to environmental change, human wellbeing or development		
Assess alternative responses and propose an recommended course of action to respond to a contemporary issue	evaluating alternative responses before deciding on a course of action most suited to the focus of study on environmental change, human wellbeing or development		

Achievement Standard

Year 10

By the end of Year 10 students understand human influences causing environmental change and the management strategies that may lead to a more sustainable future. They also understand a variety of factors which influence the global diversity of human wellbeing and apply sustainability principles to evaluate strategies used to improve social justice. They apply the concepts of change, environment and interconnection to explain the human influences on environmental degradation and the global diversity of human wellbeing. They also apply the concepts of interconnection and sustainability to evaluate strategies and plans for economic resilience, environmental protection and social justice.

Students design an inquiry plan to investigate a collaboratively determined environmental issue or process. When conducting their inquiry, students collect data, including qualitative and quantitative data from primary and secondary sources, using appropriate and ethical methods. They create maps and other forms of graphic representations to illustrate and explain patterns of geographical phenomena and the outcomes of geographical processes. They collaboratively evaluate the data collection process and identify areas for improvement. They identify, explain and evaluate trends, patterns and relationships using topographic maps, satellite images, aerial photographs and other graphic representation of data. Students evaluate alternative views and construct and test conclusions. They present and justify their conclusions using advanced spatial and information and communication technologies in a range of texts. They reflect on the inquiry process and the findings and assess alternative responses to the issue or process being investigated.



Geography - Scope and sequence of inquiry and skills

FOUNDATION	Year 2	Year 4	Year 6	Year 8	Year 10
Observing, questioning and planning	Observing, questioning and planning	Observing, questioning and planning	Observing, questioning and planning	Observing, questioning and planning	Observing, questioning and planning
Respond to and pose questions about familiar places	Respond to and pose questions about familiar and unfamiliar places	Develop questions related to a geographical issue	Develop a significant geographical question about the human and environmental processes shaping places, or about the diversity of the world, and plan an simple structured inquiry to answer the question	Develop significant geographical questions about the human and environmental processes shaping places and plan and implement a simple guided inquiry to answer the questions	Develop significant geographical questions about the human and environmental processes shaping places and undertake a guided inquiry with aims and appropriate methodology to answer the questions
Collecting, recording evaluating and representing	Collecting, recording evaluating and representing	Collecting, recording evaluating and representing	Collecting, recording evaluating and representing	Collecting, recording evaluating and representing	Collecting, recording evaluating and representing
Describe the features of the local place	Collect and record geographical information from a range of sources, for example, observations, interviews, photographs, satellite images, story books and films	Collect and record geographical information from range of sources, for example, observations, maps photographs, satellite images, the media and the internet	Collect, record and evaluate geographical information from a range of sources, for example observations, maps, photographs, satellite images, statistics and reports, while differentiating between primary and secondary data	Collect, record and evaluate primary and secondary data, and differentiate between quantitative and qualitative data	Collect, record and evaluate primary and secondary data, following ethical research methods including the protocols for consultation with Aboriginal and Torres Strait Islander communities where appropriate



Represent the location of familiar features and places on pictorial maps	Create pictorial maps showing the location and features of places	Construct and interpret large scale maps using basic cartographic conventions, including map symbols, scale and North point	Interpret small scale maps and create maps for specific purposes, using spatial technologies as appropriate	Create and interpret maps and other forms of graphic representation, using spatial and information and communication technologies	Create and interpret maps and more complex forms of graphic representations using spatial and information and communication technologies
Analysing and concluding	Analysing and concluding	Analysing and concluding	Analysing and concluding	Analysing and concluding	Analysing and concluding
Engage in discussions about observations, and draw conclusions	Draw conclusions based on information they have collected	Identify patterns and trends in data, using methods such as lists, tables, picture graphs and column graphs, with and without the application of digital technologies, and draw conclusions	Identify and describe patterns and trends in data, using methods such as tables, graphs, comparison of places and comparison of spatial distribution, and draw conclusions	Apply a range of methods to identify and account for trends, patterns and relationships evident in representations of geographical data sources, for example, topographic maps, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, and draw conclusions	Apply a range of methods to identify explain and test trends, patterns and relationships in geographical data represented in sources, for example, choropleth maps, scatter plots, tables, satellite images and aerial photographs, and draw conclusions
Communicating	Communicating	Communicating	Communicating	Communicating	Communicating
Present observations using a range of communication forms such as oral, graphic,	Present observations and ideas using a range of communication forms, such as oral,	Present geographic information using appropriate oral, graphic, written and	Present conclusions supported by evidence, using a range of communication forms	Present conclusions as reasoned arguments, using a range of communication forms	Develop a written extended response or report, supported by tabular, graphic or



written or role play, and use appropriate spatial terms	graphic, written or role play, and use appropriate directional and locational terms	visual communication forms, and use correct terminology	and correct terminology	(written, oral, graphic and visual) and digital technologies, and use correct terminology	visual representations, and present the content to an audience, and respond to questions that may be posed by members of the audience
Reflecting and responding	Reflecting and responding	Reflecting and responding	Reflecting and responding	Reflecting and responding	Reflecting and responding
Reflect on the reasons why places are important and require care	Reflect on their understanding about the features of places and connections with places	Reflect on what they have learned about the similarities and differences between places and about the sustainability of places	Reflect on their learning about the characteristics of and diversity of places in the world	Reflect on what they have learned about a particular issue against criteria consistent with the principles of economic resilience, social justice and sustainability	Reflect on what they have learned about a particular issue against criteria consistent with the principles of economic resilience, social justice and sustainability
Suggest how people can care for places	Suggest how they could extend their understanding about the features of places and connections with places	Propose possible actions they could take to promote awareness about the similarities and differences between particular places and how people can reduce their impact on the environment	Plan for possible actions that could be taken to enhance sustainability and social justice in their own place and other places in the world	Justify the reasons for action and related possible methods of response to a contemporary issue	Reflect on the contribution of geographical concepts and methods to an understanding of the causes of and solutions to contemporary issues
					Assess alternative responses and propose a recommended course of action to respond to a



contemporary issue





REVISED SENIOR SECONDARY AUSTRALIAN CURRICULUM FOR GEOGRAPHY

Rationale

Geography provides a structured, disciplinary framework to investigate and analyse the major challenges facing Australia and the global community in the 21st century. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world, and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In doing so, geography provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics, to provide a deeper understanding of the complex processes shaping our world. Taken together, the ability of students to use concepts in the context of geographical inquiry, and the application of skills, constitute 'thinking geographically'.

The subject fosters an understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also encourages knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

Through the study of geography students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. Students appreciate the role of the biophysical environment in human life and understand the effects human activities can have on environments. They develop the ability to identify, evaluate and justify appropriate and sustainable approaches to the future, by thinking holistically and spatially in seeking answers to questions.

In geography, students investigate geographical issues and phenomenon at a variety of scales. This may include: comparative studies at the same scale; studying the same issue or phenomenon at a range of scales; or seeking explanations at a different scale to the one being studied. The ability to perform multi-scale and hierarchical analysis is developed further in the senior years.

Students apply geographical inquiry through a more advanced study of geographical methods and skills in the senior years. They learn how to collect information from primary and secondary sources such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Geography promotes students' communication abilities by building their skills of spatial and visual representation, and interpretation, through the use of cartographic, diagrammatic, graphical, photographic and multi-modal forms. In addition, students communicate their conclusions by traditional written and oral means.

The engagement of students in decision-making, evaluation and the discussion of ethics and values are also central to the subject's focus on inquiry. Inquiry-based learning (including fieldwork) has been shown to be effective in improving interpersonal skills and students' awareness of their own strengths and weaknesses.



Aims

The senior secondary Australian Curriculum: Geography aims to develop students':

- knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, the challenges affecting the sustainability of places, land cover transformations, and international integration in a range of spatial contexts
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- capacity to think and communicate geographically
- ability to identify, evaluate and justify appropriate responses to promote a sustainable future
- ability to evaluate alternative responses to the challenges facing humanity, and propose and justify actions consistent with the principles of ecological sustainability
- capacity to be competent and critical users of geographical inquiry methods and skills.





Organisation

The senior secondary Australian Curriculum: Geography is organised in four units. The units reflect themes of immediate relevance and importance for students in the 21st century and have scope for application at a variety of scales, from the local to the global. All of the units build upon themes introduced in the F–10 Australian Curriculum: Geography, as well as developing students' conceptual understanding and the application of geographical inquiry and skills from earlier years. Units 1 and 2 provide a sound foundation for the study of the subject at the senior level while Units 3 and 4 require greater rigour in applying the understandings and skills of geography.

The four units are:

Unit 1: Natural and ecological hazards

This unit focuses on natural and ecological hazards, and the management of the risk they pose for people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2: Sustaining places

This unit focuses on the challenges faced in places including population growth and decline, economic restructuring, unemployment or labour shortages, deficiencies in transport, infrastructure, inadequate health and education services and other issues related to liveability. It also examines the causes and consequences of urbanisation with specific reference to the megacities of the developing world.

Unit 3: Land cover transformations

This unit focuses on human-initiated changes to biophysical cover of the earth's surface, leading to the creation of anthropogenic biomes. The impacts of land cover transformations are also studied with particular reference to climate change.

Unit 4: Global transformations

This unit focuses on the process of international integration (globalisation) to enable students to make sense of the dynamic world in which they live. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their social and geopolitical consequences.



UNIT 1: NATURAL AND ECOLOGICAL HAZARDS

Unit Description

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed environments.

This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment. *Risk management*, in this particular context, refers to preparedness, mitigation and/or prevention. *Preparedness* involves planning the interventions required to prevent or mitigate the effects of natural and ecological hazards. These include the policies and procedures, and practices involved in monitoring, identifying, analysing, evaluating and acting to reduce the effects of such hazards. *Mitigation* involves the implementation of the strategies to eliminate or minimise the effects of these hazards. *Prevention* involves eliminating or minimising the causes of natural and ecological hazards.

Building on their existing geographical knowledge and understandings, students examine natural hazards including atmospheric, hydrological and geomorphic hazards such as tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides, and ecological hazards such as environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases), and plant and animal invasions.

This unit requires an in-depth study of one natural hazard and one ecological hazard.

In undertaking these studies, students apply geographical inquiry methodologies and skills. Geospatial technologies are used to model, assess and forecast risk.

Learning Outcomes

By the end of this unit, students will:

- understand that there is an interdependent relationship between the earth's environments and human wellbeing
- understand that places and environments are influenced by both natural and ecological hazards
- apply geographical inquiry methodologies, skills and spatial technologies to investigate natural and ecological hazards
- apply criteria to evaluate Australian and international risk management policies, procedures and practices
- communicate the results of geographic inquiry, focused on depth studies of natural and ecological hazards.



Content

Overview of natural and ecological hazards

- An overview of the nature of natural and ecological hazards with particular reference to:
 - atmospheric, hydrological and geomorphic hazards such as tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides.
 - ecological hazards such as environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases), and plant and animal invasions.
- The concept of risk as applied to natural and ecological hazards.
- The temporal and spatial distribution, randomness and frequency of natural and ecological hazards.

In-depth investigations of natural and ecological hazards*

An in-depth investigation of **one** natural hazard and **one** ecological hazard and for each study[†]:

- describe the nature and causes of the hazard and how the activities of people can intensify the impacts of the hazard
- use data to explain the magnitude, frequency, duration, temporal spacing and effects of the hazard
- map the spatial distribution of the hazard, and apply an understanding of biophysical and human processes to explain the patterns identified
- compare the environmental, economic and social impacts of the hazard in Australia and at least one other country, and explain why some places, and some people, are more vulnerable than others.
- identify and evaluate sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation and prevention
- apply geospatial technologies to forecast the future spatial patterns of the environmental risk.

^{*} The one 'scaffold' is used for both case studies.

[†] The scale of study is determined by the nature of the natural and ecological hazard selected.



UNIT 2: SUSTAINING PLACES

Unit Description

This unit deals with the economic, social and environmental sustainability of places. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses and adaptations. Sustainable places are those best able to adapt to change.

The focus of the unit is on the challenges faced in places, including particularly population growth and decline, economic restructuring, unemployment, transportation infrastructure needs, demands for improved health and education services and other matters related to liveability.

In metropolitan and regional cities the challenges may also include urban sprawl, car dependency, environmental degradation, abandoned land, and deficiencies in urban planning and management.

In rural and remote places the challenges may include lack of employment for young people, poor transportation connections to major centres, closure of a major industry, isolation and remoteness.

Students examine how governments, planners, communities and individuals attempt to manage these challenges to ensure the sustainability of places. They also investigate the ways that geographical knowledge and skills can be applied to identify and address these challenges.

Learning Outcomes

By the end of this unit, students will:

- understand the processes resulting in changes in places
- understand the outcomes of the processes creating change in different communities
- gather and analyse primary and secondary data to reveal trends and relationships in the processes resulting in changes to places
- apply geographical knowledge and skills to investigate a challenge associated with the sustainability of places
- evaluate alternative strategies or proposals to manage a selected challenge.



Content

Overview of places

- The nature, characteristics and functions of metropolitan, regional, rural and remote places.
- A review of the spatial distribution of metropolitan, regional, rural and remote places in Australia and the factors that have contributed to this pattern.
- Demographic, economic and social trends in metropolitan, regional, rural and remote places.
- The economic and environmental interdependence of urban and rural places.

Challenges: metropolitan and regional cities

 An overview of challenges in metropolitan and regional cities. Challenges may include: housing, economic restructuring, employment, transportation networks, congestion, environmental degradation, waste management, personal safety, land abandonment ('lost' spaces), urban sprawl, socio-spatial inequality, social inclusion and exclusion, and recreational facilities.

Challenges: rural and remote communities

 An overview of challenges for rural and remote places in Australia, including Indigenous communities: Challenges may include: population loss, economic restructuring, employment, housing, service and water provision, concentrations of socially vulnerable populations, social inclusion and exclusion, transportation, resource degradation, land use conflicts, declining political influence, isolation and remoteness.

In-depth study

An in-depth study of **one** significant challenge faced in one Australian place and how this challenge is being addressed.

- The nature, scope and causes of the challenge being confronted and the implication for the place.
- The strategies that have been used to address the challenge.
- How the strategies adopted have been, or could be, informed by the principles of sustainability and the responses implemented in other places both in and outside Australia.
- The extent to which the strategies adopted enhance sustainability.



Challenges faced in megacities in developing countries

- Urbanisation in a historical and contemporary context.
- The spatial distribution of the world's megacities and how this has changed over time.
- The causes and consequences of urbanisation in developing countries.
- An overview of the challenges faced in megacities in developing countries. Challenges
 may include: housing, poverty, employment, congestion, transport infrastructure, utilities
 (water, sanitation, electricity), environmental degradation, waste management, personal
 safety, education and healthcare provision, extent of social inclusion and exclusion.
- The implications of urbanisation for world population growth and human wellbeing.

In-depth study

An in-depth study of **one** significant challenge faced in one megacity in a developing country.

- The nature, scope and causes of the challenge being addressed and the implications for the place.
- The strategies that have been used to address the challenge.
- How the strategies adopted have been, or could be, informed by the principles of sustainability and the responses implemented in other developing world megacities.
- The extent to which the strategies adopted enhance sustainability and liveability.





SENIOR SECONDARY GEOGRAPHY - ACHIEVEMENT STANDARDS FOR UNITS 1 & 2

	Knowledge and Understanding		Skills
A	The student: • analyses the nature, causes and consequences of the processes creating change in places and environments in a range of spatial contexts • applies the full range of geographical concepts to analyse and explain geographical issues and phenomena • identifies and explains complex spatial patterns and trends and their significance with reference to scale and context • uses well-conceived criteria to evaluate alternative responses, and proposes and justifies actions consistent with the principles of sustainability and/or social justice	A	 The student: synthesises information from a diverse range of carefully selected primary and secondary sources, incorporating a variety of perspectives, to understand, appreciate and explain the nature and consequences of complex geographical processes and relationships in a range of spatial contexts evaluates, with confidence and expertise, alternative responses to geographical issues using carefully selected criteria; draws and justifies conclusions; and proposes action consistent with a developing understanding of the principles of sustainability and social justice applies advanced geographical inquiry methods and skills to explore deeper ways of understanding and explaining issues and/or phenomena plans and implements, with limited guidance, a geographical inquiry using primary and/or secondary sources in a methodical and ethical manner communicates concisely and accurately, in a wide range of complex written, oral and graphic forms, using precise geographical concepts
В	 The student: explains the nature, causes and consequences of the processes creating change in places and environments in a range of spatial contexts applies a range of geographical concepts to explain geographical issues and phenomena identifies and explains spatial patterns and trends and accounts 	В	 and terminology, for a specific audience and purpose The student: integrates information from a variety of primary and secondary sources, incorporating different perspectives, to understand, appreciate and explain the nature and consequences of geographical processes and relationships in a range of spatial contexts evaluates, with confidence, alternative responses to geographical issues using appropriate criteria; draws and justifies conclusions; and proposes action consistent with the principles of sustainability and/or



	for their significance with reference to scale and context	social justice
	uses clearly defined criteria to evaluate alternative responses, and proposes and justifies actions consistent with the principles of sustainability and/or social justice	 applies geographical inquiry methods and skills to explore deeper ways of understanding and explaining issues and/or phenomena
		 plans and implements, with teacher guidance, a geographical inquiry using primary and/or secondary sources in a structured and ethical manner
		communicates accurately, in a wide range of complex written, oral and graphic forms, using precise geographical concepts and terminology, for a specific audience and purpose
С	The student:	C The student:
	 explains the nature, causes and consequences of the processes creating change in places and environments applies key geographical concepts to account for geographical 	uses information from a limited range of primary and secondary sources, incorporating different perspectives, to understand, appreciate and explain, in general terms, the nature and consequences of
	issues and phenomena	geographical processes and relationships in a range of spatial contexts
	 identifies and describes spatial patterns and trends with reference to scale and context 	identifies and comments on alternative responses to geographical issues using appropriate criteria and proposes action broadly consistent with the principles of sustainability and/or social justice
	 uses specified criteria to evaluate alternative responses, and proposes actions consistent with the principles of sustainability and/or social justice 	applies, with teacher guidance, geographical inquiry methods and skills to understand and explain issues and phenomena
		plans and implements a prescribed geographical inquiry using primary and/or secondary sources in an ethical manner
		communicates accurately, in a range of written, oral and graphic forms, using general geographical concepts and terminology, for a specific audience and purpose
D	The student:	D The student:
	 describes and accounts for the nature, causes and consequences of the processes creating change in places and environments 	uses information from a very limited range of primary and secondary sources to describe, in very general terms, the nature and consequences of geographical processes and relationships in a limited range of spatial contexts
	draws on key geographical concepts to describe and account for	.ago o. opanar oomono



 geographical issues and phenomena identifies and describes general spatial patterns and trends with limited reference to scale and context comments on alternative responses with some reference to the principles of sustainability and/or social justice 	 identifies a limited number of responses to geographical issues and draws superficial conclusions that are only superficially linked to the principles of sustainability and/or social justice implements a guided geographical inquiry to explore ways of investigating issues and phenomena using primary and/or secondary sources in a sequential and ethical manner communicates in a largely descriptive manner, using a limited range of written, oral and graphic forms, and basic geographical concepts and terminology
 The student: describes some causes and consequences of the processes creating change in places and environments identifies geographical issues and phenomena identifies general spatial patterns and trends with very limited, if any, reference to spatial context identifies very general responses to geographical issues and phenomena 	 The student: uses information from a very limited range of primary and secondary sources to describe, in very superficial terms, the nature and consequences of geographical processes with little, if any, reference to scale and context identifies few, if any, relevant responses to geographical issues implements a teacher-guided geographical inquiry to investigate a specified issue communicates in a very descriptive manner, using a limited range of written, oral and graphic forms, with only limited use of geographical concepts and terminology



UNIT 3: LAND COVER TRANSFORMATIONS

Unit Description

This unit focuses on the impacts of human-related transformations within the biosphere – the changing biophysical cover of the earth's surface and the creation of anthropogenic biomes. It examines the processes causing change in the earth's land cover. Processes may include: deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage, land reclamation, urban expansion and mining.

These processes of land cover change have altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity, and altered soils. The scale at which these processes now occur is so extensive that there no longer exist any truly 'natural' environments. All environments are, to a greater or lesser extent, modified by human activity.

The processes of land cover transformation have also changed the global climate through their interaction with atmospheric processes, and climate change is, in turn, producing further transformations in land cover.

The unit gives students a comprehensive and integrated understanding of these processes and their local and global environmental consequences. It also examines and evaluates the ways people seek to reverse the negative effects of land cover change. Students participate in a local restoration and rehabilitation project and evaluate its costs and benefits.

The unit also develops students' understanding of geographical inquiry methods, tools and skills, because it requires a spatially explicit treatment of human–environment systems, using geospatial technologies.

The unit integrates aspects of physical and environmental geography.

Learning Outcomes

By the end of this unit, students will:

- understand the nature, extent and causes of the changing land cover of the earth's surface, including the emergence of anthropogenic biomes
- understand the local and regional effects of land cover change on ecosystems
- understand the interrelationships between land cover change and global climate change
- evaluate the environmental, economic and social benefits of a program aimed at reversing the negative impacts of land cover change
- understand and evaluate projections of future changes in global land cover
- demonstrate skills in the use of geographical inquiry methods including geospatial technologies and fieldwork to investigate land cover change and its consequences.

[‡] The focus on anthropogenic biomes differentiates geography from earth and environmental science.



Content

Overview: Nature, extent and causes of land cover change

- The identification and classification of land cover change using remotely sensed images and aerial photographs.
- The use of spatial technologies and fieldwork to measure the nature, rate and extent of land cover change.
- World population growth and its impact on the rate and extent of land cover change.
- Economic growth and its land cover consequences.
- The differences in the process of land cover loss between countries due to factors such as government policy, institutional arrangements, land ownership, type of economy, ideology and culture.
- Methods of projecting changes in land cover using spatial modelling, incorporating both environmental and socioeconomic variables.

Reference should be made to global forests, cropland, pasture and urban land cover using illustrative examples drawn from different regions and countries and at different scales.

 An understanding of the concept of anthropogenic biomes and their significance to an appreciation of the functioning of the world's ecosystems.

The local and regional impacts of land cover change

 The impacts of land cover change on local and regional environments, such as changes to the water cycle, soil erosion and degradation, loss of habitat and biodiversity, the degradation of aquatic and marine environments, loss of ecosystem services, changes to regional climates caused by changes in surface radiation and water balances, and urban heat islands.

In-depth study of the impact of land cover change on global climate

- An overview of the causes, rate and projected impacts of global climate change.
- An overview of the atmospheric, hydrological and carbon cycles.
- An examination of the interrelationships between land cover change and climate change with particular reference to the impacts of land cover loss on surface reflectivity (albedo) and carbon dioxide and methane emissions.
- The effects of global warming on vegetation and ice sheets.

Reversing the negative impacts of land cover change

An overview of approaches to land cover restoration and rehabilitation.

In-depth study of a program to address the issue of land cover change

An in-depth investigation through fieldwork and/or active engagement in a local restoration and rehabilitation program or project and an evaluation of its environmental, economic and social benefits and costs.



UNIT 4: GLOBAL TRANSFORMATIONS

Unit Description

This unit focuses on the process of international integration (globalisation) as a conceptual 'lens' through which to investigate issues in human geography. In doing so, it integrates the sub-disciplines of economic and cultural geography.

The topic is, by its very nature, futures orientated. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their social and geopolitical consequences. It will better enable them to make sense of the dynamic world in which they will live and work. Furthermore, it will enable them to be active participants in the public discourses and debate related to such matters.

The unit is based on the reality that we live in an increasingly interconnected world. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and cultures. Of particular interest is the ways in which people adapt and respond to these changes.

Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service. They also investigate an example of cultural diffusion, adoption and adaptation, and study the ways people either embrace or resist the forces of international integration.

Learning Outcomes

By the end of this unit, students will:

- understand the nature and geographical causes of international integration and its spatial, economic, social and geopolitical consequences
- think geographically, based on an understanding of the complexities of an increasingly interdependent world
- understand the ways people adapt to and resist the forces of international integration
- evaluate alternative futures drawing on an understanding of an integrated global society and recognising the role of futures studies in geography
- apply a range of geographical inquiry methods and skills, including fieldwork, to investigate the complexity of the integrated world.



Content

Defining international integration

- International integration alternative perspectives.
- An overview of the process of international integration, especially as it relates to the transformations taking place in the spatial distribution of production and consumption of commodities and services, and the diffusion of ideas and cultures.
- Advances in transport and telecommunications technologies as a facilitator of international integration including their role in the expansion of world trade, the emergence of global financial markets, and the dissemination of ideas and culture.
- World cities as command and control centres of the integrated global economy and a focus of cultural integration, innovation and transmission.
- The re-emergence of China and India as global powers.

In-depth study: international economic integration

With reference to **one** of the following sectors of economic activity, using inquiry-based methods, including fieldwork, to investigate, in depth, the changing spatial distribution of production and consumption of a selected commodity or service.

- A mineral ore or fossil-based energy resource such as iron ore, coal, natural gas or oil.
- A food or fibre-based commodity such as wheat, wine, rice, sugar, beef, seafood, cotton or wool.
- A complex manufactured commodity such as consumer electronics, automobiles, or a clothing brand.
- A commodity typical of the 'weightless' or service-based economy, for example, tourism, retailing, education, health care or a business service.

The selected study should include:

- an overview of the nature of the economic activity
- a detailed examination of the changes occurring in the spatial distribution of production and consumption of the commodity, good or service and the geographical factors responsible for these changes
- a consideration of the role played by technological advances in transport and/or telecommunications in facilitating these changes
- a knowledge of the role played by the reduction or elimination of the barriers to the movement of the selected commodity, good or service between countries
- an examination of the role played by transnational corporations in the internationalisation of the production and consumption of the selected commodity, good or service



- an examination of the implications of these changes for people, places and the biophysical environment
- a consideration of likely future changes in the nature and spatial distribution of production and consumption of the commodity, good or service.

International cultural integration

With reference to **one** of the following aspects of culture, investigate its diffusion, adoption and adaptation and its impacts on cultural diversity and constructed landscapes.

- Fashion
- Sport
- Music
- Religion
- Language.

The investigation of the selected aspect should include:

- an overview of its diffusion and spatial outcomes
- a consideration of the role played by technological advances in transport and/or telecommunications in its diffusion
- a study of the role played by transnational institutions and corporations in its dispersion
- an investigation of the role played by media and emerging technologies in its generation and dispersion
- an examination of its implications of these changes for peoples and places
- a consideration of likely future changes in its nature and spatial distribution.

Adaptation and resistance to economic and cultural integration

The ways people adapt to and resist the forces of international integration. Issues could include:

- the role of the media and new technologies in the generation and dissemination of ideas and culture; the shaping of peoples' perceptions of places and events through the images and information presented; the hybridisation of cultures; and the homogenisation of lifestyle aspirations and consumer demand
- international movements of expertise, talent and labour
- the use of social media to disseminate political ideas and organise resistance, e.g. the overthrow of repressive regimes in North Africa and West Asia
- international campaigns, mounted by non-government organisations, aimed at addressing the inequities of economic integration, such as the rights of workers and fair trade



- the rise of counter-globalisation movements such as 'Occupy' and Zapatistas, and social justice and human rights-focused non-government organisations (NGOs) such as Amnesty International, Human Rights Watch, *Médecins Sans Frontières (Doctors Without Borders)*, Oxfam and World Vision.
- the strategies NGOs and social justice movements use to shape public discourse and debate and the extent to which they influence the decision-making processes of governments and corporations
- the break-up of multinational states as a result of a rise in specific nationalism
- the geography of religious fundamentalism and its explanations and implications
- the sustainability of indigenous cultures in an increasingly integrated world.





SENIOR SECONDARY GEOGRAPHY – ACHIEVEMENT STANDARDS FOR UNITS 3 & 4

Knowledge and Understanding

The student:

- analyses the nature, extent and causes of key changes to human and natural environments and critically assesses projections of future changes
- applies the full range of geographical concepts to explain the environmental, economic and social consequences of processes creating change at a variety of scales, and explains the nature of interconnections between these factors
- identifies and explains the complex nature of spatial patterns and trends and analyses their significance at a range of scales and contexts
- demonstrates a deep understanding of the principles of sustainability and social justice and how they can be used as criteria to evaluate strategies designed to reverse the negative impacts of change on people, places and environments

Skills

The student:

- integrates information from a wide variety of carefully selected primary and secondary sources, incorporating a variety of perspectives, to understand, appreciate and explain the nature and consequences of complex geographical processes and relationships at a range of scales and contexts
- evaluates alternative responses to geographical issues using carefully selected criteria, draws and justifies conclusions, and proposes action consistent with the principles of sustainability and social justice
- skilfully and critically applies geographical inquiry methods and skills to explore deeper ways of understanding and explaining issues and phenomena
- initiates, plans and implements a geographical inquiry using primary and/or secondary sources in a methodical and ethical manner
- communicates concisely and accurately, in a wide range of complex written, oral and graphic forms, using precise geographical concepts and terminology, for a specific audience and purpose

The student:

- explains the nature, extent and causes of key changes to human and natural environments and outlines projections of future changes
- applies a range of geographical concepts to explain the environmental, economic and social consequences of the processes creating change at a variety of scales, and identifies the principal interconnections between these factors
- identifies important spatial patterns and trends and explains their

The student:

- integrates information from a variety of relevant primary and secondary sources, incorporating different perspectives, to understand, appreciate and explain the nature and consequences of complex geographical processes and relationships at a range of scales and contexts
- evaluates alternative responses to geographical issues using appropriate criteria, draws and justifies conclusions, and proposes action consistent with the principles of sustainability and social justice
- competently and critically applies geographical inquiry methods and



	 significance at a range of scales and contexts demonstrates an understanding of the principles of sustainability and social justice and how they can be used as criteria to evaluate strategies designed to reverse the negative impacts of change on people, places and environments 	 skills to explore deeper ways of understanding and explaining issuland phenomena plans and implements a geographical inquiry using primary and/or secondary sources in a structured and ethical manner communicates accurately, in a wide range of complex written, oral graphic forms, using precise geographical concepts and terminologia specific audience and purpose 	and
С	 The student: explains the nature, extent and some causes of changes to human and natural environments and outlines projections of future changes applies key geographical concepts to account for the environmental, economic and social consequences of the processes creating change at a variety of scales, and describes the principal interconnections between these factors identifies important spatial patterns and trends and outlines their significance with some reference to scale and context uses the principles of sustainability and social justice to evaluate the effectiveness of strategies designed to reverse the negative impacts of change on people, places and environments 	 The student: uses information from a relevant range of primary and secondary sources, incorporating different perspectives, to understand, appreand explain, in general terms, the nature and consequences of geographical processes and relationships at a range of scales and contexts identifies and assesses alternative responses to geographical issu using appropriate criteria, draws conclusions, and proposes action broadly consistent with the principles of sustainability and social ju applies, with guidance, geographical inquiry methods and skills to explore ways of understanding and explaining issues and phenom plans and implements, with teacher assistance, a guided geograph inquiry using primary and/or secondary sources in a structured and ethical manner communicates accurately, in a range of written, oral and graphic for using general geographical concepts and terminology, for a specific audience and purpose 	es stice ena nical d
D	 The student: describes and accounts for the nature, extent and causes of changes to human and natural environments draws on key geographical concepts to identify and account for some environmental, economic and social consequences of the 	 The student: uses information from a limited range of primary and secondary so to describe, in very general terms, the nature and consequences of geographical processes and relationships at a limited range of scaland contexts 	f



processes creating change in environments and describes some links between these factors		 identifies some alternative responses to geographical issues and draws superficial conclusions that are only marginally linked to the principles of
describes basic spatial patterns and trends		sustainability and social justice
identifies and describes some general strategies designed to reverse the negative impacts of change on people, places and environments		implements a guided geographical inquiry to explore ways of investigating issues and phenomena using primary and/or secondary sources in a sequential and ethical manner
		 communicates in a largely descriptive manner, using a limited range of

The student:

- describes some of the causes of changes to human and natural environments
- identifies some of the processes creating change in environments
- identifies basic spatial patterns and trends
- identifies very general strategies designed to reverse the negative impacts of change

The student: E

terminology

• uses information from a very limited range of primary and secondary sources to describe, in very superficial terms, a geographical process

written, oral and graphic forms, and basic geographical concepts and

- identifies a single response to a geographical issues and draws very superficial conclusions that are poorly, if at all, linked to the principles of sustainability and social justice
- implements a teacher-guided geographical inquiry to investigate an issue
- communicates in a very descriptive manner, using a narrow range of written, oral and graphic forms, with imprecise use of geographical concepts and terminology