 **NSW SYLLABUS**
for the Australian
curriculum



GEOGRAPHY
K–10
SYLLABUS

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INTRODUCTION

K–10 CURRICULUM

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) syllabuses have been developed with respect to some overarching views about education. These include the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles*, and the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*.

BOSTES syllabuses include the agreed Australian curriculum content and content that clarifies the breadth and depth of learning and scope for Geography. The Australian curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the *Geography K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*, which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Geography K–10 Syllabus* will contribute to the curriculum and to students' achievement of the broad learning outcomes is outlined in the syllabus rationale.

DIVERSITY OF LEARNERS

The *Geography K–10 Syllabus* is inclusive of the learning needs of all students. The rationale, aim, objectives, outcomes and content have been designed to accommodate teaching approaches that support student diversity as detailed under the sections: Students with special education needs; Gifted and talented students; Students learning English as an additional language or dialect (EAL/D).

STUDENTS WITH SPECIAL EDUCATION NEEDS

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or adjustments to teaching, learning and assessment activities. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access the K–10 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- outcomes from an earlier Stage, using age-appropriate content

- selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Geography
- Special education needs
- Life Skills Years 7–10.

GIFTED AND TALENTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities will assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students 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
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including creoles and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the Geography syllabus 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.

GEOGRAPHY KEY

The following codes and icons are used in the *Geography K–10 Syllabus*.

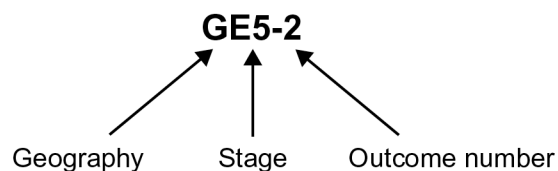
OUTCOME CODING

Syllabus outcomes have been coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

| Stage | Code |
|---------------|------|
| Early Stage 1 | e |
| Stage 1 | 1 |
| Stage 2 | 2 |
| Stage 3 | 3 |
| Stage 4 | 4 |
| Stage 5 | 5 |

In the Geography syllabus, the outcome codes indicate the subject, Stage and outcome number. For example:

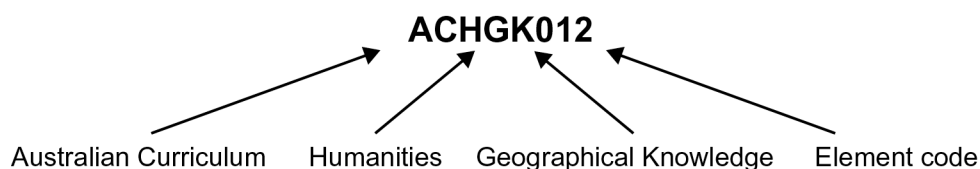


| Outcome code | Interpretation |
|--------------|---|
| GE2-1 | Geography, Stage 2 – Outcome number 1 |
| GE5-4 | Geography, Stage 5 – Outcome number 4 |
| GELS-6 | Geography, Life Skills – Outcome number 6 |

CODING OF THE AUSTRALIAN CURRICULUM CONTENT

The syllabus includes all the Australian curriculum content descriptions for Geography. The content descriptions are identified by an Australian curriculum code which appears in brackets at the end of each content description, for example:

The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACHGK002, ACHGK003, ACHGK004).

The Australian curriculum Geography codes are:

| Code | Interpretation |
|-------|--|
| ACHGK | Australian Curriculum, Humanities and Social Sciences, Geographical Knowledge |
| ACHGS | Australian Curriculum, Humanities and Social Sciences, Geographical Inquiry and Skills |

CODING OF GEOGRAPHICAL TOOLS

The syllabus provides opportunities for geographical tools to be incorporated into the knowledge, understanding and skills of the syllabus. These opportunities are identified by codes at the end of the relevant content descriptions.


| Geographical tools | Code |
|------------------------|------|
| Maps | M |
| Fieldwork | F |
| Graphs and Statistics | GS |
| Spatial Technologies | ST |
| Visual Representations | VR |


For example: Examination of a range of landscapes and their spatial distribution **M VR**


LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *Geography K–10 Syllabus*.


Cross-curriculum priorities


 Aboriginal and Torres Strait Islander histories and cultures


 Asia and Australia's engagement with Asia


 Sustainability

General capabilities


 Critical and creative thinking


 Ethical understanding

 Information and communication technology capability


 Intercultural understanding


 Literacy


 Numeracy

 Personal and social capability

Other learning across the curriculum areas

 Civics and citizenship

 Difference and diversity

 Work and enterprise

RATIONALE

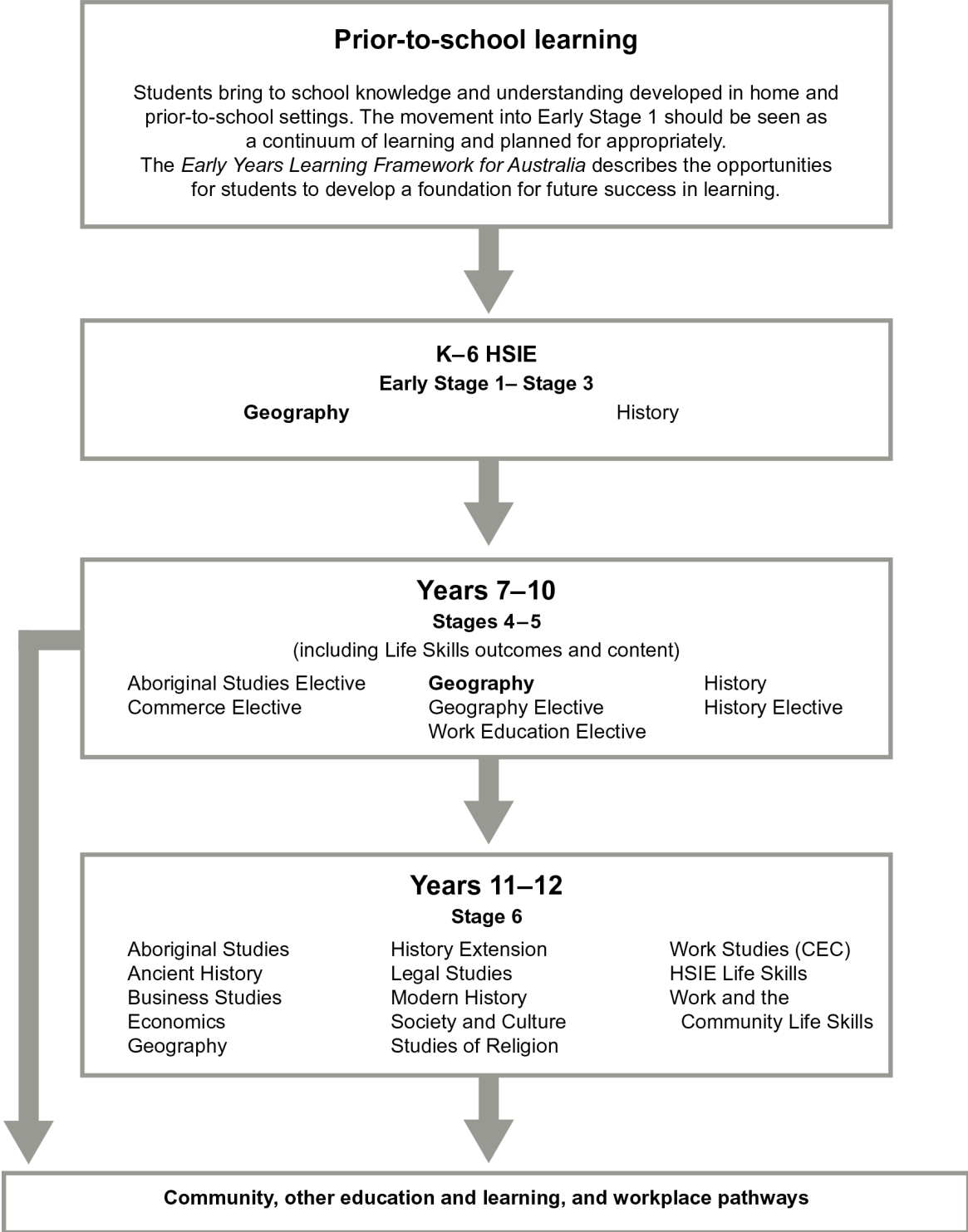
Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

THE PLACE OF THE GEOGRAPHY K–10 SYLLABUS IN THE K–12 CURRICULUM



AIM

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

OBJECTIVES

EARLY STAGE 1 – STAGE 5

KNOWLEDGE AND UNDERSTANDING

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments.

SKILLS

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

VALUES AND ATTITUDES

Students will value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

OUTCOMES

TABLE OF OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING

| | | | | | |
|---|---|---|---|---|--|
| Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of the features and characteristics of places and environments across a range of scales develop knowledge and understanding of interactions between people, places and environments | | | | | |
| Early Stage 1 outcomes A student: | Stage 1 outcomes A student: | Stage 2 outcomes A student: | Stage 3 outcomes A student: | Stage 4 outcomes A student: | Stage 5 outcomes A student: |
| GEe-1 identifies places and develops an understanding of the importance of places to people | GE1-1 describes features of places and the connections people have with places | GE2-1 examines features and characteristics of places and environments | GE3-1 describes the diverse features and characteristics of places and environments | GE4-1 locates and describes the diverse features and characteristics of a range of places and environments | GE5-1 explains the diverse features and characteristics of a range of places and environments |
| | GE1-2 identifies ways in which people interact with and care for places | GE2-2 describes the ways people, places and environments interact | GE3-2 explains interactions and connections between people, places and environments | GE4-2 describes processes and influences that form and transform places and environments | GE5-2 explains processes and influences that form and transform places and environments |
| | | GE2-3 examines differing perceptions about the management of places and environments | GE3-3 compares and contrasts influences on the management of places and environments | GE4-3 explains how interactions and connections between people, places and environments result in change | GE5-3 analyses the effect of interactions and connections between people, places and environments |
| | | | | GE4-4 examines perspectives of people and organisations on a range of geographical issues | GE5-4 accounts for perspectives of people and organisations on a range of geographical issues |

| | | | | | |
|--|--|--|--|---|--|
| | | | | GE4-5 discusses management of places and environments for their sustainability | GE5-5 assesses management strategies for places and environments for their sustainability |
| | | | | GE4-6 explains differences in human wellbeing | GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing |

| | | | | | |
|--|--|--|---|--|---|
| <p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> • apply geographical tools for geographical inquiry • develop skills to acquire, process and communicate geographical information | | | | | |
| Early Stage 1 outcomes A student: | Stage 1 outcomes A student: | Stage 2 outcomes A student: | Stage 3 outcomes A student: | Stage 4 outcomes A student: | Stage 5 outcomes A student: |
| GEe-2 communicates geographical information and uses geographical tools | GE1-3 communicates geographical information and uses geographical tools for inquiry | GE2-4 acquires and communicates geographical information using geographical tools for inquiry | GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry | GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry | GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry |
| | | | | GE4-8 communicates geographical information using a variety of strategies | GE5-8 communicates geographical information to a range of audiences using a variety of strategies |

Refer to the Introduction for further information about curriculum access for the diversity of learners.

STAGE STATEMENTS

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

PRIOR-TO-SCHOOL LEARNING

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five Learning Outcomes that reflect contemporary theories and research evidence concerning children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

- 1 Children have a strong sense of identity.
- 2 Children are connected with and contribute to their world.
- 3 Children have a strong sense of wellbeing.
- 4 Children are confident and involved learners.
- 5 Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

EARLY STAGE 1

By the end of Early Stage 1, students identify familiar places and recognise why some places are special or important to people and how they care for them. They recognise that places can be represented on maps.

Students acquire information by observing, talking to others and viewing, reading and/or listening to texts. They use geographical tools and communicate geographical information in a range of forms. Students reflect on their learning from the findings of their inquiry.

STAGE 1

By the end of Stage 1, students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of communication forms using simple geographical terms. They reflect on their learning and suggest actions in response to the findings of their inquiry.

STAGE 2

By the end of Stage 2, students examine the characteristics of places in different locations from the local to the national scale. They describe interconnections between people and the environment. They identify simple patterns in the distribution of the features of places. Students recognise the importance

of the environment and examine how different perceptions influence people's responses to a geographical challenge.

Students develop geographical questions to investigate and collect and record relevant data and information to answer these questions. They represent data by constructing tables and graphs and maps featuring cartographic conventions. They read maps to determine location, direction and distance. Students interpret data and draw conclusions. They present findings using geographical terminology in a range of communication forms. They reflect on their learning and propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

STAGE 3

By the end of Stage 3, students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action, in response to a geographical challenge and describe the expected effects of their proposal.

STAGE 4

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

STAGE 5

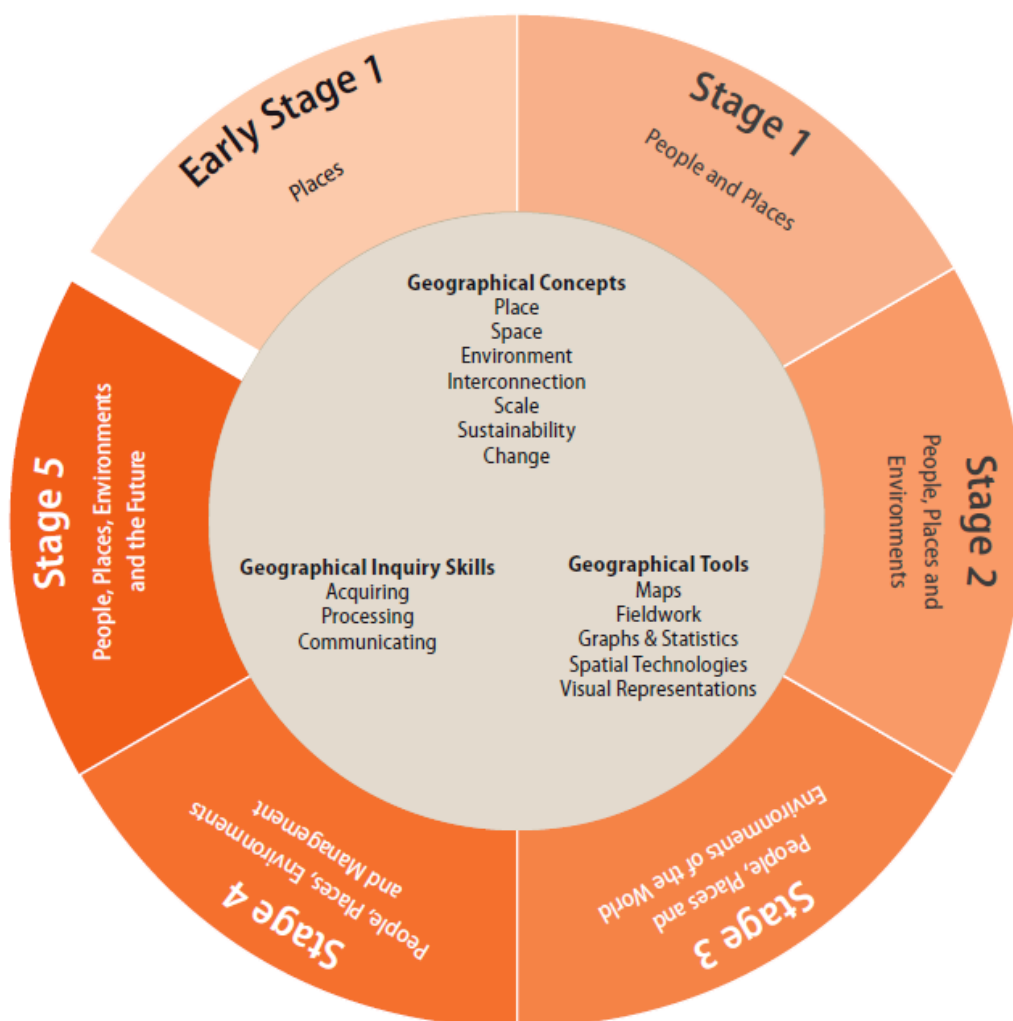
By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

ORGANISATION OF CONTENT

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content will provide a sound basis for students to successfully move to the next Stage of learning.



GEOGRAPHICAL CONCEPTS

The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching students to think geographically.

The K–10 Geographical Concepts Continuum provides an overview of when each concept is introduced to students and examples of how students' understanding of concepts may be developed across their Stages of learning.

PLACE

The concept of place is about the significance of places and what they are like.

An understanding of the concept of place may be developed in the following ways:

- 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 their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example, landforms and people, while others are intangible, for example, 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 wellbeing and opportunities.
- The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, 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 similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.
- The sustainability of places may be threatened by a range of factors, for example, natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource; and environmental degradation.

SPACE

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.

An understanding of the concept of space may be developed in the following ways:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.

- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions 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

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.

An understanding of the concept of environment may be developed in the following ways:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), 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, economy, technology, values and environmental worldviews 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 managed but not eliminated by prevention, mitigation and preparedness.

INTERCONNECTION

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

An understanding of the concept of interconnection may be developed in the following ways:

- People and organisations in places 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, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that 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.

SCALE

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

An understanding of the concept of scale may be developed in the following ways:

- Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale.

- Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

SUSTAINABILITY

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

An understanding of the concept of sustainability may be developed in the following ways:

- 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 and human wellbeing (economic and social).
- 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 processes; and the attitudinal, demographic, social, economic and political causes of these human actions.
- There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.

CHANGE

The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

An understanding of the concept of change may be developed in the following ways:

- Environmental change can occur over both short and long-term time frames, and both time scales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, and affects 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.

K–10 GEOGRAPHICAL CONCEPTS CONTINUUM

| | Place | Space | Environment | Interconnection | Scale | Sustainability | Change |
|--------------|--|--|---|--|---|---|---|
| | <i>the significance of places and what they are like</i> | <i>the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in</i> | <i>the significance of the environment in human life, and the important interrelationships between humans and the environment</i> | <i>no object of geographical study can be viewed in isolation</i> | <i>the way that geographical phenomena and problems can be examined at different spatial levels</i> | <i>the capacity of the environment to continue to support our lives and the lives of other living creatures into the future</i> | <i>explaining geographical phenomena by investigating how they have developed over time</i> |
| Stage | Students demonstrate an understanding of: | | | | | | |
| ES1 | <ul style="list-style-type: none"> places students live in and belong to and why they are important | <ul style="list-style-type: none"> location of a place in relation to other familiar places | <ul style="list-style-type: none"> how and why places should be looked after | | | | |
| 1 | <ul style="list-style-type: none"> location and features of local places and other places in the world | <ul style="list-style-type: none"> where activities are located and how spaces can be organised | <ul style="list-style-type: none"> natural and human features of a place daily and seasonal weather patterns of places | <ul style="list-style-type: none"> local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place | <ul style="list-style-type: none"> various scales by which places can be defined such as local suburbs, towns and large cities | | |
| 2 | <ul style="list-style-type: none"> natural and human features and characteristics of different places and their similarities and differences how people's perceptions about places influence their responses and actions to protect them | <ul style="list-style-type: none"> settlement patterns within Australia, neighbouring countries and other countries | <ul style="list-style-type: none"> how climate and environment influence settlement patterns interconnections between people and environments differing ways people can use environments sustainably | <ul style="list-style-type: none"> interconnections between people, places and environments influence of people's values on the management and protection of places and environments and the custodial responsibilities of Aboriginal and Torres Strait Islander Peoples | <ul style="list-style-type: none"> types of settlement across a range of scales the influence of climate across a range of scales | <ul style="list-style-type: none"> ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources differing views about environmental sustainability sustainable management of waste | |

| | | | | | | | |
|---|---|--|--|---|---|---|---|
| 3 | <ul style="list-style-type: none"> characteristics of places on a global level | <ul style="list-style-type: none"> global patterns of spatial distribution how people organise and manage spaces in their local environment | <ul style="list-style-type: none"> how the environment influences people and places how people influence the environment the effect of natural disasters on the environment | <ul style="list-style-type: none"> how environments influence where people live ways people influence the characteristics of their environments diversity of cultures and peoples around the world | <ul style="list-style-type: none"> environmental and human characteristics of places on local, regional and global scales the effect of global events on people and places locally, regionally and globally | <ul style="list-style-type: none"> extent of environmental change environmental management practices sustainability initiatives | <ul style="list-style-type: none"> changes to environmental and human characteristics of places |
| 4 | <ul style="list-style-type: none"> factors influencing people's perceptions of places the special significance place has to some people the effect of global trade, transport, information and communication technologies on places across the world | <ul style="list-style-type: none"> spatial distribution of landscapes, global water resources and natural hazards how location influences the ways people organise places | <ul style="list-style-type: none"> processes that form and transform landscapes and landforms across the world the aesthetic, cultural, spiritual and economic value of environments to people the effect of human activities on natural and human environments | <ul style="list-style-type: none"> how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places how people affect the environment such as people's use of water on its quality and availability as a resource | <ul style="list-style-type: none"> management of geographical challenges across a range of scales from local to global responses and actions undertaken by governments, organisations and individuals communities operating at local and global scales | <ul style="list-style-type: none"> pressures on the Earth's water resources and landscapes the need to manage environments for a long-term future sustainable management approaches | <ul style="list-style-type: none"> changes to resources, landscapes and places over time through natural and human geographical processes and events the effect of management strategies in reducing the impact of natural and human processes |
| 5 | <ul style="list-style-type: none"> the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community | <ul style="list-style-type: none"> location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses | <ul style="list-style-type: none"> the function and importance of the environment the quality of the environment significant environmental challenges approaches to environmental management | <ul style="list-style-type: none"> consequences of migration patterns on the location of origin and destination the economic, social and environmental factors influencing spatial variations in global human wellbeing | <ul style="list-style-type: none"> interactions between geographical processes at different scales local alterations to environments can have global consequences changes at a global level can affect local environments management and protection of places and environments at local, regional, national and global scales | <ul style="list-style-type: none"> short and long-term implications of environmental change on environments the importance of sustainable practices to ensure the wellbeing of people sustainable environmental worldviews and management approaches | <ul style="list-style-type: none"> biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations the consequences of urbanisation the protection of places and environments as a result of sustainable management practices |

GEOGRAPHICAL INQUIRY SKILLS

Geographical inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, interpretation and analysis of information to the development of conclusions and proposals for actions. Students will apply their geographical skills and use geographical tools during an inquiry process to acquire, process and communicate geographical information and form proposals, and where appropriate, act upon them. Inquiries may vary in scale and geographical context. Fieldwork provides opportunities for students to be involved in an active inquiry outside the classroom.

It is not intended that students would always undertake a complete inquiry process. For example, teachers could provide students with data to represent or analyse rather than have students acquire or collect the information themselves. Throughout the years of schooling, inquiry will progressively move from more teacher-centred to more student-centred as students develop skills and gain experience with inquiry processes.

The stages of a complete inquiry are:

Acquiring geographical information

- identify an issue or problem
- develop geographical questions to investigate the issue or problem
- collect primary geographical data
- gather geographical information from secondary sources
- record information

Processing geographical information

- evaluate data and information for reliability and bias
- represent data and information in appropriate forms
- interpret data and information gathered
- analyse findings and results
- draw conclusions

Communicating geographical information

- communicate the results using a variety of strategies appropriate to the subject matter, purpose and audience
- reflect on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry
- propose actions and predict outcomes
- where appropriate, take action.

K–10 GEOGRAPHICAL INQUIRY SKILLS CONTINUUM

| | Acquiring geographical information | Processing geographical information | Communicating geographical information |
|--------------|---|--|---|
| Stage | Students: | | |
| ES1 | <ul style="list-style-type: none"> pose questions and make observations (ACHGS001) record geographical data and information (ACHGS002) | <ul style="list-style-type: none"> represent data using charts or graphs (ACHGS003) draw conclusions based on discussions of observations (ACHGS004) | <ul style="list-style-type: none"> present information (ACHGS005) reflect on their learning (ACHGS006) |
| 1 | <ul style="list-style-type: none"> pose geographical questions (ACHGS007, ACHGS013) collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014) | <ul style="list-style-type: none"> represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015) draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010, ACHGS016) | <ul style="list-style-type: none"> present findings in a range of communication forms (ACHGS011, ACHGS017) reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018) |
| 2 | <ul style="list-style-type: none"> develop geographical questions to investigate (ACHGS019, ACHGS026) collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet (ACHGS020, ACHGS027) | <ul style="list-style-type: none"> represent data by constructing tables, graphs and maps (ACHGS021, ACHGS028) represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS022, ACHGS029) interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023, ACHGS030) | <ul style="list-style-type: none"> present findings in a range of communication forms (ACHGS024, ACHGS031) reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025, ACHGS032) |
| 3 | <ul style="list-style-type: none"> develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040) collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041) | <ul style="list-style-type: none"> evaluate sources for their usefulness (ACHGS035, ACHGS042) represent data in different forms, for example, plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042) represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043) interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044) | <ul style="list-style-type: none"> present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045) reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046) |

| | Acquiring geographical information | Processing geographical information | Communicating geographical information |
|--------------|--|---|--|
| Stage | Students: | | |
| 4 | <ul style="list-style-type: none"> develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056) | <ul style="list-style-type: none"> evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057) represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059) apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060) | <ul style="list-style-type: none"> present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062) |
| 5 | <ul style="list-style-type: none"> develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072) collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073) | <ul style="list-style-type: none"> evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074) represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074) represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075) evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076) apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077) identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078) | <ul style="list-style-type: none"> present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079) reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080) |

GEOGRAPHICAL TOOLS

Geographical tools are used by geographers during an inquiry to acquire, process and communicate geographical information.

Students are to be provided with opportunities to engage with each of the geographical tools during each Stage of learning. Teachers will make decisions about the specific geographical tools appropriate to support the intended learning for the Stage.

The K–10 Geographical Tools Continuum provides examples of tools students may use in each Stage of learning.

It is intended that students progressively move from using tools to interpret geographical data and information in the earlier Stages of learning, to being able to develop and create tools for representing, synthesising and communicating the findings of geographical inquiry.

MAPS – M

Maps take many forms and include digital and non-digital mediums. Examples include, but are not limited to, pictorial maps, large-scale and small-scale maps, relief maps, choropleth maps, flowline maps, cadastral maps, isoline maps, land use maps, physical maps, political maps, précis maps, road maps, thematic maps, topographic maps and special-purpose maps. Maps are used to locate, visualise, represent, display and record spatial data.

FIELDWORK – F

Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry. Fieldwork can enhance learning opportunities for all students because it caters for a variety of teaching and learning approaches. The enjoyable experience of active engagement in fieldwork helps to create and nurture a lifelong interest in and enthusiasm for the world students live in.

Fieldwork involves observing, measuring, collecting and recording information outside the classroom. Fieldwork can be undertaken within the school grounds, around local neighbouring areas or at more distant locations. In some instances it may be necessary to use information and communication technology to undertake virtual fieldwork. Where fieldwork is proposed for Aboriginal and/or Torres Strait Islander sites, participants should be familiar with protocols for working with Aboriginal communities and ensure appropriate consultation with local communities and education consultants occurs. Further information on these protocols can be found in *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols* on the BOSTES website at <http://ab-ed.boardofstudies.nsw.edu.au/go/partnerships>.

Fieldwork enables students to:

- acquire knowledge about environments by observing, mapping, measuring and recording phenomena in the real world in a variety of places, including the school
- explore geographical processes that form and transform environments
- use a range of geographical tools to assist in the interpretation of, and decision-making about, geographical phenomena
- locate, select, organise and communicate geographical information
- explore different perspectives on geographical issues.

Fieldwork activities should be carefully planned to achieve syllabus outcomes. Fieldwork activities should be integrated with the teaching and learning program to take full advantage of the enhanced understanding that can be achieved through direct observation, field measurements and inquiry

learning. Fieldwork activities may be specific to a topic or may be integrated across the Geography curriculum.

Students must undertake and participate in fieldwork in each Stage of learning. In the early years of learning students should be guided to observe their local area such as weather and vegetation or interviewing family and community members about connections to other places.

There will be an increasing emphasis on independent observation and analysis of data in Stages 4–5. There are many opportunities for fieldwork in Stages 4–5 such as investigating geomorphic processes that create local landscapes, investigating the characteristics of a local place or observing aspects of human-induced environmental changes that challenge sustainability in local or regional landscapes.

GRAPHS AND STATISTICS – GS

Graphs, also called charts, take many forms and include digital and non-digital mediums. Examples include, but are not limited to, tally charts, pictographs, column graphs, line graphs, pie graphs, weather charts, climate graphs and population profiles.

Statistics also take many forms and include digital and non-digital mediums. Students will begin with basic data tables and progress to complex representations of statistics on common themes.

Graphs and statistics are used to collate, organise, illustrate, summarise and compare patterns, relationships and trends in geographical data and information.

SPATIAL TECHNOLOGIES – ST

Spatial technologies include any software or hardware that interacts with real world locations. Examples include, but are not limited to, virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing and augmented reality. Spatial technologies are used to visualise, manipulate, analyse, display and record spatial data.

VISUAL REPRESENTATIONS – VR

Visual representations take many forms and include digital and non-digital mediums. Examples include, but are not limited to, diagrams, images, photographs, paintings, illustrations, symbols, models, posters, collages, cartoons, multimedia, infographics and mind maps. Visual representations are used to display, visualise, analyse and communicate geographical data and information.

K–10 GEOGRAPHICAL TOOLS CONTINUUM

| | Maps M | Fieldwork F | Graphs and Statistics GS | Spatial Technologies ST | Visual Representations VR |
|--------------|--|--|--|--|--|
| Stage | Examples may include: | | | | |
| ES1 | <ul style="list-style-type: none"> pictorial maps | <ul style="list-style-type: none"> observing and recording data | <ul style="list-style-type: none"> tally charts pictographs | <ul style="list-style-type: none"> virtual maps | <ul style="list-style-type: none"> photographs illustrations story books multimedia |
| 1 | <ul style="list-style-type: none"> pictorial maps, large-scale maps, world map, globe | <ul style="list-style-type: none"> observing, collecting and recording data, conducting surveys | <ul style="list-style-type: none"> tally charts pictographs data tables column graphs weather data | <ul style="list-style-type: none"> virtual maps satellite images | <ul style="list-style-type: none"> photographs illustrations diagrams story books multimedia web tools |
| 2 | <ul style="list-style-type: none"> large-scale maps, world map, globe, sketch maps maps to identify location, direction, distance, map references, spatial distributions and patterns | <ul style="list-style-type: none"> observing, measuring, collecting and recording data, conducting surveys or interviews fieldwork instruments such as measuring devices, maps, photographs | <ul style="list-style-type: none"> tally charts pictographs data tables column graphs simple statistics | <ul style="list-style-type: none"> virtual maps satellite images global positioning systems (GPS) | <ul style="list-style-type: none"> photographs illustrations diagrams story books multimedia web tools |
| 3 | <ul style="list-style-type: none"> large-scale maps, small-scale maps, sketch maps, political maps, topographic maps, flowline maps maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns | <ul style="list-style-type: none"> observing, measuring, collecting and recording data, conducting surveys and interviews fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS | <ul style="list-style-type: none"> pictographs data tables column graphs line graphs climate graphs multiple graphs on a geographical theme statistics to find patterns | <ul style="list-style-type: none"> virtual maps satellite images global positioning systems (GPS) | <ul style="list-style-type: none"> photographs aerial photographs illustrations flow diagrams annotated diagrams multimedia web tools |

| | Maps M | Fieldwork F | Graphs and Statistics GS | Spatial Technologies ST | Visual Representations VR |
|--------------|--|--|---|--|---|
| Stage | Examples may include: | | | | |
| 4 | <ul style="list-style-type: none"> • sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief | <ul style="list-style-type: none"> • observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS | <ul style="list-style-type: none"> • data tables • pie graphs • column graphs • compound column graphs • line graphs • climate graphs • population profiles • multiple tables and graphs presented on a geographical theme • statistics to find patterns and trends | <ul style="list-style-type: none"> • virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS) | <ul style="list-style-type: none"> • photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field sketches • cartoons • web tools |
| 5 | <ul style="list-style-type: none"> • relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief | <ul style="list-style-type: none"> • observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing | <ul style="list-style-type: none"> • data tables • pie graphs • column graphs • compound column graphs • line graphs • scatter graphs • climate graphs • population profiles • multiple tables and graphs presented on a geographical theme • statistics to find patterns and trends; and to account for change | <ul style="list-style-type: none"> • virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS) • remote sensing data • augmented reality | <ul style="list-style-type: none"> • photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field and photo sketches • cartoons • mind maps • web tools |

CONTENT

Early Stage 1

People Live in Places

Stage 1

Features of Places

People and Places

Stage 2

Places are Similar and Different

The Earth's Environment

Stage 3

Factors that Shape Places

A Diverse and Connected World

Stage 4

Landscapes and Landforms

Place and Liveability

Water in the World

Interconnections

Stage 5

Sustainable Biomes

Changing Places

Environmental Change and Management

Human Wellbeing

LEARNING ACROSS THE CURRICULUM

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🖐️
- Asia and Australia's engagement with Asia ^a
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👥

The BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🏳️
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Geography K–10 Syllabus* in the following ways.

Aboriginal and Torres Strait Islander histories and cultures 🖐️

The study of Geography provides valuable opportunities for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. It emphasises the relationships people have with places and their interconnections with the environments in which they live. The study of Geography integrates Aboriginal and Torres Strait Islander Peoples' use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies. Students learn that there are different ways of thinking about and interacting with the environment and how this can influence sustainable development.

Asia and Australia's engagement with Asia ^a

Students learn about and recognise the diversity within and between the countries of the Asia region and how this diversity influences the way people perceive and interact with places and environments. They develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Throughout the study of Geography, students are provided with rich contexts to investigate the interrelationships

between diverse places, environments and peoples in the Asia region. Students will recognise Asia as an important region of the world.

Sustainability 🌱

The study of Geography enables students to develop the knowledge, understanding, skills, values and attitudes necessary for them to act in ways that contribute to more sustainable ways of living. Students recognise sustainability as focusing on protecting environments and creating a more ecologically and socially just world through informed action. They acknowledge that developing more sustainable ways of living requires consideration of environmental, social, cultural and economic systems and their interdependence.

In Geography, students examine the effects of human activities on environments and how challenges to sustainability, and strategies to address these, vary from place to place. Students evaluate these strategies to determine their effects on environments, economies and societies and how they contribute to actions that support more sustainable ways of living.

Critical and creative thinking ⚙️

In Geography, students develop critical and creative thinking as they investigate geographical information, concepts and ideas through inquiry-based learning. They develop and practise critical and creative thinking by using strategies that help them think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions, and when thinking deeply about questions that do not have straightforward answers. Students learn the value and process of developing creative questions and the importance of speculation. Students are encouraged to be curious and imaginative in investigations and fieldwork and to think creatively about the ways that the places and spaces they use might be better designed, and about possible, probable and preferable futures.

Ethical understanding ⚖️

In Geography, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Geography supports students to develop their own ethical understanding as they investigate current geographical issues and evaluate their findings against the criteria of environmental protection, economic prosperity and social advancement. These criteria raise ethical questions that students explore to 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. When thinking about the environment, students consider their responsibilities to protect other forms of life that share the environment.

Information and communication technology capability 💻

Students develop ICT capability by maximising use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment. Students locate, select, evaluate, communicate and share geographical information using digital and spatial technologies. They explore the effects of technologies on places, on the location of economic activities and on people's lives and understand the geographical changes produced by the increasing use of technology.

Intercultural understanding 🌐

Geography enables students to develop their intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students in learning about and engaging with diverse cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect.

Students learn about the diversity of the world's peoples, places and environments. As they investigate the interconnection between people and places and the meaning and significance that places hold, they come to appreciate how various cultural identities are shaped. Through opportunities to study the lives, cultures, values and beliefs of people in different places, students learn to appreciate and interpret different perspectives and to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. Through studying people in diverse places, students recognise their similarities with other people, better understand their differences, and demonstrate respect for cultural diversity and the human rights of all people in local, national, regional and global settings.

Literacy

In Geography, students develop literacy capability as they explore, discuss, analyse and communicate geographical information, concepts and ideas. They use a wide range of informational and literary texts, for example, interviews, reports, stories, photographs and maps, to help them understand the people, places and environments that make up the world. They learn to evaluate texts and recognise how language and images can be used to make and manipulate meaning.

Students develop literacy skills as they use language to ask distinctively geographical questions. They plan a geographical inquiry, acquire and process information, communicate their findings, reflect on their inquiry and respond to what they have learned. 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, visual representations and remotely sensed and satellite images.

Numeracy

Students develop numeracy capability as they investigate concepts fundamental to Geography, including the effects of location and distance, spatial distributions and the organisation and management of space within places. 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 scale, distance and area.

Personal and social capability

Students develop personal and social capability as they engage in geographical inquiry, and learn how geographical knowledge informs their personal identity, sense of belonging and capacity to empathise with others, as well as offering opportunities for contributing to their communities.

Inquiry-based learning assists students to develop their capacity for self-management. It gives them a role in directing their own learning and in planning and carrying out investigations. It provides opportunities to express and reflect on their opinions, beliefs, values and questions appropriately. 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.

Civics and citizenship

As students engage in learning in Geography, they will develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens. Students explore ways they can shape their lives, value their belonging in a diverse and dynamic society, and positively contribute at a range of scales. Active citizens support democratic participation, foster individual and group involvement in civil society, critically question existing political institutions and social, economic and political arrangements, and facilitate democratic change.

Students learn to participate in decision-making and to exercise critical judgement about political issues. Comparisons with other civil societies enrich their understanding of the nature of democracy in Australia and in other countries. Students examine the role of citizens in the context of government systems and institutions as well as political and social life in Australia and other countries.

Difference and diversity †

Geography is well placed to develop students' knowledge and understanding of the difference and diversity amongst people within and between communities. They learn to identify and empathise with the varying perspectives of individuals and groups and attempt to understand the actions, values, attitudes and motives of people. Students are encouraged to value difference and to challenge social injustice that is caused by attitudes to difference. Students are encouraged to investigate how diversity contributes to a sense of community and identity, including national identity.

Work and enterprise ★

Geography develops students' knowledge and understanding of employment as a factor contributing to patterns of internal and international migration. Students also recognise the role of employment in human wellbeing and development. Students explore the impact on people, places and the environment of business activities, including trade connections on local and global scales, the effect of production and consumption on the environment, and sustainable business practices. Students also learn how organisations in Australia and overseas have a role in community action, such as environmental protection and conflict over land use.

CONTENT FOR EARLY STAGE 1

OVERVIEW OF TEACHING AND LEARNING

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content including knowledge and understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

THE FOLLOWING GEOGRAPHICAL CONCEPTS ARE TO BE INTEGRATED THROUGHOUT EARLY STAGE 1:

- **Place:** *the significance of places and what they are like* eg places students live in and belong to and why they are important.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in* eg location of a place in relation to other familiar places.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg how and why places should be looked after.

THE FOLLOWING GEOGRAPHICAL INQUIRY SKILLS ARE TO BE INTEGRATED THROUGHOUT EARLY STAGE 1:

Acquiring geographical information

- pose questions and make observations (ACHGS001)
- record geographical data and information (ACHGS002)

Processing geographical information

- represent data using charts or graphs (ACHGS003)
- draw conclusions based on discussions of observations (ACHGS004)

Communicating geographical information

- present information (ACHGS005)
- reflect on their learning (ACHGS006)

THE FOLLOWING GEOGRAPHICAL TOOLS ARE TO BE INTEGRATED THROUGHOUT EARLY STAGE 1:

Examples may include:

Maps – M

- pictorial maps

Fieldwork – F

- observing and recording data

Graphs and statistics – GS

- tally charts, pictographs

Spatial technologies – ST

- virtual maps

Visual representations – VR

- photographs, illustrations, story books, multimedia

PEOPLE LIVE IN PLACES

OUTCOMES

A student:

- › identifies places and develops an understanding of the importance of places to people **GEe-1**
- › communicates geographical information and uses geographical tools **GEe-2**

KEY INQUIRY QUESTIONS

- What are places like?
- What makes a place special?
- How can we look after the places we live in?










CONTENT FOCUS

Students explore the places they live in and belong to. They develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places. Students explore how the location of places can be represented.

CONTENT






Important places

Students:

- investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)
 - identification of places they live in and belong to **GS VR**   
 - discussion of why places are special and how people care for them **F**   
 - explanation of why people need to take care of places   



Aboriginal and Torres Strait Islander places

Students:

- investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003) 
 - identification of an Aboriginal or Torres Strait Islander site, Country or Place 
 - discussion of why the site, Country or Place is important   

Locating places

Students:

- investigate how the location of places can be represented, for example: (ACHGK001)
 - location of familiar and local places on maps **M ST** 
 - description of the location of places 

CONTENT FOR STAGE 1

OVERVIEW OF TEACHING AND LEARNING

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content including knowledge and understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

THE FOLLOWING GEOGRAPHICAL CONCEPTS ARE TO BE INTEGRATED THROUGHOUT STAGE 1:

- **Place:** *the significance of places and what they are like* eg location and features of local places and other places in the world.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in* eg where activities are located and how spaces can be organised.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg natural and human features of a place; daily and seasonal weather patterns of places.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg various scales by which places can be defined such as local suburbs, towns and large cities.

THE FOLLOWING GEOGRAPHICAL INQUIRY SKILLS ARE TO BE INTEGRATED THROUGHOUT STAGE 1:

Acquiring geographical information

- pose geographical questions (ACHGS007, ACHGS013)
- collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014)

Processing geographical information

- represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015)
- draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010, ACHGS016)

Communicating geographical information

- present findings in a range of communication forms (ACHGS011, ACHGS017)
- reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018)

THE FOLLOWING GEOGRAPHICAL TOOLS ARE TO BE INTEGRATED THROUGHOUT STAGE 1:

Examples may include:

Maps – M

- pictorial maps, large-scale maps, world map, globe

Fieldwork – F

- observing, collecting and recording data, conducting surveys

Graphs and statistics – GS

- tally charts, pictographs, data tables, column graphs, weather data

Spatial technologies – ST

- virtual maps, satellite images

Visual representations – VR

- photographs, illustrations, diagrams, story books, multimedia, web tools

FEATURES OF PLACES

OUTCOMES

A student:

- › describes features of places and the connections people have with places **GE1-1**
- › identifies ways in which people interact with and care for places **GE1-2**
- › communicates geographical information and uses geographical tools for inquiry **GE1-3**

KEY INQUIRY QUESTIONS

- What are the features of, and activities in, places?
- How can we care for places?
- How can spaces within a place be used for different purposes?

CONTENT FOCUS

Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.

CONTENT

Features of places

Students:

- investigate features of places and how they can be cared for, for example: (ACHGK005) ✨
 - description of the natural and human features of places **ST VR** 🏠
 - discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait 🖐️
 - consideration of how a place can be cared for eg a park, farm, beach, bushland 🌿👥🏠




Weather and seasons

Students:

- investigate the weather and seasons of places, for example: (ACHGK006)
 - description of the daily and seasonal weather patterns of a familiar place 🏠
 - comparison of the daily and seasonal weather patterns of places **GS** 📅
 - examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars **VR** 🖐️📅⚙️
 - discussion of how weather can affect places and activities eg leisure, farming ⭐

How places are organised

Students:

- investigate activities that occur within places, for example: (ACHGK007, ACHGK008)
 - discussion of why and how the spaces within places can be rearranged for different purposes
eg street fair, school hall **VR**
 - examination of why various activities in an area are located where they are eg school, shops
M F   

PEOPLE AND PLACES

OUTCOMES

A student:

- › describes features of places and the connections people have with places **GE1-1**
- › communicates geographical information and uses geographical tools for inquiry **GE1-3**

KEY INQUIRY QUESTIONS

- Where are places located in Australia?
- How are people connected to places?
- What factors affect people's connections to places?

CONTENT FOCUS

Students explore places across a range of scales within Australia and Australia's location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people's accessibility to places.

CONTENT



Australian places

Students:

- investigate places across a range of scales within Australia, for example: (ACHGK010)
 - identification that places exist across a range of scales eg personal, local, national **M VR**




Australia's location

Students:

- investigate Australia's location in the world, for example: (ACHGK009)
 - description of Australia's location in relation to the world eg continents, oceans **M**  

People's connections to places

Students:

- investigate people's connections and access to places, for example: (ACHGK013)
 - discussion of why people visit other places **GS** 
 - identification of factors influencing people's accessibility to places eg distance **M** 
 - examination of how technology has improved people's access to places 

Local and global connections

Students:

- investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: (ACHGK010, ACHGK011, ACHGK012) 🖐️
 - discussion of Aboriginal and Torres Strait Islander Peoples' connections with land, sea and animals of their place 🖐️⚖️🌐
 - description of reasons people are connected to places in Australia and/or countries across the world eg birthplace **M** 🎓🌐

CONTENT FOR STAGE 2

OVERVIEW OF TEACHING AND LEARNING

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content including knowledge and understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

THE FOLLOWING GEOGRAPHICAL CONCEPTS ARE TO BE INTEGRATED THROUGHOUT STAGE 2:

- **Place:** *the significance of places and what they are like* eg natural and human features and characteristics of different places and their similarities and differences; how people's perceptions about places influence their responses and actions to protect them.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* eg settlement patterns within Australia, neighbouring countries and other countries.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg how climate and environment influence settlement patterns; interconnections between people and environments; differing ways people can use environments sustainably.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg interconnections between people, places and environments; influence of people's values on the management and protection of places and environments and the custodial responsibilities of Aboriginal and Torres Strait Islander Peoples.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg types of settlement across a range of scales; the influence of climate across a range of scales.
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* eg ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources; differing views about environmental sustainability; sustainable management of waste.

THE FOLLOWING GEOGRAPHICAL INQUIRY SKILLS ARE TO BE INTEGRATED THROUGHOUT STAGE 2:

Acquiring geographical information

- develop geographical questions to investigate (ACHGS019, ACHGS026)
- collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet (ACHGS020, ACHGS027)

Processing geographical information

- represent data by constructing tables, graphs and maps (ACHGS021, ACHGS028)
- represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS022, ACHGS029)
- interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023, ACHGS030)

Communicating geographical information

- present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS024, ACHGS031)
- reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025, ACHGS032)

THE FOLLOWING GEOGRAPHICAL TOOLS ARE TO BE INTEGRATED THROUGHOUT STAGE 2:

Examples may include:

Maps – M

- large-scale maps, world map, globe, sketch maps
- maps to identify location, direction, distance, map references, spatial distributions and patterns

Fieldwork – F

- observing, measuring, collecting and recording data, conducting surveys or interviews
- fieldwork instruments such as measuring devices, maps, photographs

Graphs and statistics – GS

- tally charts, pictographs, data tables, column graphs, simple statistics

Spatial technologies – ST

- virtual maps, satellite images, global positioning systems (GPS)

Visual representations – VR

- photographs, illustrations, diagrams, story books, multimedia, web tools

PLACES ARE SIMILAR AND DIFFERENT

OUTCOMES

A student:

- › examines features and characteristics of places and environments **GE2-1**
- › describes the ways people, places and environments interact **GE2-2**
- › examines differing perceptions about the management of places and environments **GE2-3**
- › acquires and communicates geographical information using geographical tools for inquiry **GE2-4**

KEY INQUIRY QUESTIONS

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people's perceptions about places influence their views about the protection of places?

CONTENT FOCUS

Students examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people's perceptions of places are the basis for actions to protect places and environments.

CONTENT

The Australian continent

Students:

- investigate Australia's major natural and human features, for example: (ACHGK014, ACHGK015)
 - description of natural features of Australia eg deserts, rivers, mountains **ST VR**
 - location of Australia's states, territories and major cities **M**
 - identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples **M** 🗝

Australia's neighbours

Students:

- investigate Australia's neighbouring countries and their diverse characteristics, for example: (ACHGK016) **a**
 - location of Australia's neighbouring countries **M** **a**
 - examination of the natural and human features of neighbouring countries **GS VR** **a** 🌐 🗝
 - comparison of the natural and human features of a city in Australia with a city in a neighbouring country **a** ⚙️ ⭐

Climate of places

Students:

- investigate the climates of different places, for example: (ACHGK017)
 - discussion of how weather contributes to climate
 - comparison of climates in different places **M** ⚙️💻

Similarities and differences between places

Students:

- investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there, for example: (ACHGK019)
 - examination of the varying settlement patterns and demographics of places **M GS** 🏠
 - comparison of the daily life of people from different places **VR** ⚙️🌐🚶

Perception and protection of places

Students:

- investigate how the protection of places is influenced by people's perception of places, for example: (ACHGK018) 🌿
 - description of how and why people perceive places differently ⚖️👤
 - discussion of how people's perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites 🤝🌿🇦🇺

THE EARTH'S ENVIRONMENT

OUTCOMES

A student:

- › examines features and characteristics of places and environments **GE2-1**
- › describes the ways people, places and environments interact **GE2-2**
- › examines differing perceptions about the management of places and environments **GE2-3**
- › acquires and communicates geographical information using geographical tools for inquiry **GE2-4**

KEY INQUIRY QUESTIONS

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?





CONTENT FOCUS

Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.

CONTENT





Different environments

Students:

- investigate the natural characteristics of Australia and a country in Asia, for example: (ACHGK020) 
 - comparison of climate, natural vegetation and native animals **GS VR**   

Significance of environments

Students:

- investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (ACHGK021, ACHGK022, ACHGK024)
 - identification of types of natural vegetation eg forests, grasslands, deserts **VR**
 - explanation of the importance of natural vegetation to animals and the functioning of the environment eg provision of habitats, production of oxygen **F**  
 - discussion of the importance of natural vegetation and natural resources to people eg provision of food, medicine, fuel, timbers, fibres, metals **F**  

Perception of environments

Students:

- investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: (ACHGK022, ACHGK023, ACHGK024) 🖐️
 - discussion of why people value environments differently eg cultural, agricultural, commercial and recreational values 🌱 ⭐
 - description of how custodial responsibility for Country/Place influences Aboriginal and Torres Strait Islander Peoples' views of the environment 🖐️ 🌱 🎓

Protection of environments

Students:

- investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK023, ACHGK024, ACHGK025) 🖐️ 🌱
 - examination of how environments can be used sustainably eg sustainable agricultural, commercial, recreational practices 🌱
 - discussion of ways waste can be managed sustainably **VR** 🌱 🇺🇸
 - examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources 🖐️ 🌱 ⚙️

CONTENT FOR STAGE 3

OVERVIEW OF TEACHING AND LEARNING

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content including knowledge and understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

THE FOLLOWING GEOGRAPHICAL CONCEPTS ARE TO BE INTEGRATED THROUGHOUT STAGE 3:

- **Place:** *the significance of places and what they are like* eg characteristics of places on a global level.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* eg global patterns of spatial distribution; how people organise and manage spaces in their local environment.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg how the environment influences people and places; how people influence the environment; the effect of natural disasters on the environment.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg how environments influence where people live; ways people influence the characteristics of their environments; diversity of cultures and peoples around the world.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg environmental and human characteristics of places on local, regional and global scales; the effect of global events on people and places locally, regionally and globally.
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* eg extent of environmental change; environmental management practices; sustainability initiatives.
- **Change:** *explaining geographical phenomena by investigating how they have developed over time* eg changes to environmental and human characteristics of places.

THE FOLLOWING GEOGRAPHICAL INQUIRY SKILLS ARE TO BE INTEGRATED THROUGHOUT STAGE 3:

Acquiring geographical information

- develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)
- collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041)

Processing geographical information

- evaluate sources for their usefulness (ACHGS035, ACHGS042)
- represent data in different forms, for example plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)
- represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043)
- interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044)

Communicating geographical information

- present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)

THE FOLLOWING GEOGRAPHICAL TOOLS ARE TO BE INTEGRATED THROUGHOUT STAGE 3:

Examples may include:

Maps – M

- large-scale maps, small-scale maps, sketch maps, political maps, topographic maps, flowline maps
- maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns

Fieldwork – F

- observing, measuring, collecting and recording data, conducting surveys and interviews
- fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS

Graphs and statistics – GS

- pictographs, data tables, column graphs, line graphs, climate graphs
- multiple graphs on a geographical theme
- statistics to find patterns

Spatial technologies – ST

- virtual maps, satellite images, global positioning systems (GPS)

Visual representations – VR

- photographs, aerial photographs, illustrations, flow diagrams, annotated diagrams, multimedia, web tools

FACTORS THAT SHAPE PLACES

OUTCOMES

A student:

- › describes the diverse features and characteristics of places and environments **GE3-1**
- › explains interactions and connections between people, places and environments **GE3-2**
- › compares and contrasts influences on the management of places and environments **GE3-3**
- › acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

KEY INQUIRY QUESTIONS

- How do people and environments influence one another?
- How do people influence places and the management of spaces within them?
- How can the impact of bushfires on people and places be reduced?

CONTENT FOCUS

Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.

CONTENT

Factors that change environments

Students:

- investigate the ways people change the natural environment in Australia and another country, for example: (ACHGK026, ACHGK027)
 - examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics eg land clearing 🖐️🌱⚙️

Environments shape places

Students:

- investigate how the natural environment influences people and places, for example: (ACHGK028)
 - discussion of how climate influences the distribution of where people live **M GS** ⚙️🎓
 - comparison of how landforms influence where and how people live in Australia and another country **M VR** ⚙️

Humans shape places

Students:

- investigate how people influence places, for example: (ACHGK029)
 - description of who organises and manages places eg local and state governments 🇦🇺
 - identification of ways people influence places and contribute to sustainability eg roads and services, building development applications, local sustainability initiatives **F ST** 🌱 ⭐
 - examination of a local planning issue; the different views about it and a possible action in response to it ⚖️ 🎓 🇦🇺

Bushfire hazard

Students:

- investigate the impact of ONE contemporary bushfire hazard in Australia, for example: (ACHGK030)
 - identification of the location and extent of the disaster **M ST** 📊
 - description of the impact of the disaster on natural vegetation and the damage caused to communities **VR** 🖥️ 🎓
 - examination of how people can prevent and minimise the effects of a bushfire ⚙️ 👤 🇦🇺

A DIVERSE AND CONNECTED WORLD

OUTCOMES

A student:

- › describes the diverse features and characteristics of places and environments **GE3-1**
- › explains interactions and connections between people, places and environments **GE3-2**
- › acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

KEY INQUIRY QUESTIONS

- How do places, people and cultures differ across the world?
- What are Australia's global connections?
- How do people's connections to places affect their perception of them?

CONTENT FOCUS

Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.

CONTENT



Diversity across Asia

Students:

- investigate the diversity in geographical characteristics within the Asia region, for example: (ACHGK031, ACHGK032) ^a
 - identification of countries of the Asia region in relation to Australia **M** ^a
 - examination of economic, demographic and social differences between countries of the Asia region eg employment, population, lifestyle **GS** ^a ⁺ [★]





The world's cultural diversity

Students:

- investigate the world's cultural diversity, including the cultures of indigenous peoples, for example: (ACHGK033)
 - identification of different cultural groups, including indigenous cultural groups eg Maori, Inuit, Sami, Dayak **M VR**
 - examination of various cultures eg customs, beliefs, social organisation   ⁺






Global connections

Students:

- investigate connections between Australia and other countries of the world, for example: (ACHGK034, ACHGK035)
 - description of connections Australia has with other countries eg trade, migration, tourism, aid **M GS**   
 - examination of a significant event and its local, regional and global effect on people and places eg sporting or cultural event 

Connections shape perceptions

Students:

- investigate how connections influence people's perceptions and understanding of places, for example: (ACHGK036)
 - identification of factors that influence people's perceptions of places eg media, culture, education, travel   
 - discussion of the effect of generalisations and stereotypes about places  

CONTENT FOR STAGE 4

(100 hours minimum teaching time)

Landscapes and Landforms

Place and Liveability

Water in the World

Interconnections

OVERVIEW OF TEACHING AND LEARNING

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content, including knowledge and understanding, concepts, skills and tools, should be integrated to provide meaningful learning experiences for students. All students must undertake fieldwork in Stage 4.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

THE FOLLOWING GEOGRAPHICAL CONCEPTS ARE TO BE INTEGRATED THROUGHOUT STAGE 4:

- **Place:** *the significance of places and what they are like* eg factors influencing people's perceptions of places; the special significance place has to some people; the effect of global trade, transport, information and communication technologies on places across the world.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* eg spatial distribution of landscapes, global water resources and natural hazards; how location influences the ways people organise places.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and human environments.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places; how people affect the environment such as people's use of water on its quality and availability as a resource.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales.
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* eg pressures on the Earth's water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches.
- **Change:** explaining geographical phenomena by investigating how they have developed over time eg changes to resources, landscapes and places over time through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes.

THE FOLLOWING GEOGRAPHICAL INQUIRY SKILLS ARE TO BE INTEGRATED THROUGHOUT STAGE 4:

Acquiring geographical information

- develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)
- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)

Processing geographical information

- evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057)
- represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)
- represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)
- analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059)
- apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)

Communicating geographical information

- present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062)

THE FOLLOWING GEOGRAPHICAL TOOLS ARE TO BE INTEGRATED THROUGHOUT STAGE 4:

Examples may include:

Maps – M

- sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts
- maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief

Fieldwork – F

- observing, measuring, collecting and recording data, developing and conducting surveys and interviews
- fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS

Graphs and statistics – GS

- data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends

Spatial technologies – ST

- virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS)

Visual representations – VR

- photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web tools

LANDSCAPES AND LANDFORMS

OUTCOMES

A student:

- › locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**
- › describes processes and influences that form and transform places and environments **GE4-2**
- › examines perspectives of people and organisations on a range of geographical issues **GE4-4**
- › discusses management of places and environments for their sustainability **GE4-5**
- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-4, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why is there a diversity of landscapes and landforms on Earth?
- What environmental and human processes form and transform landscapes and landforms?
- Why do people value landscapes and landforms?
- To what extent are landscapes and landforms sustainably managed and protected?



CONTENT FOCUS

Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

CONTENT

Landscapes and landforms

Students:

- investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)
 - identification of a variety of landscapes and landforms **M VR**
 - explanation of geomorphic processes that create landforms eg weathering, erosion, deposition, tectonic activity **VR** 
 - examination of ONE landscape and its distinctive landforms **F** 

Value of landscapes and landforms

Students:

- investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049) 🖐️
 - explanation of the aesthetic value of landscapes and landforms to culture and identity 🖐️ 🗺️ 🌐
 - description of the cultural and spiritual value of landscapes or landforms in different places **VR** 🖐️ 🗺️ 🗺️
 - identification of how a landscape can have economic value for different people ★

Changing landscapes

Students:

- investigate the human causes and effects of landscape degradation, for example: (ACHGK051)
 - identification of the ways people utilise and change landscapes **VR** 🖐️ 🗺️
 - description of the impact of a range of human activities on landscapes **GS VR** 🖐️ 🗺️ 🗺️
 - examination of ONE type of landscape degradation including its spatial distribution, causes and impact **M F** 🖐️ 🗺️

Landscape management and protection

Students:

- investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: (ACHGK052) 🖐️ 🌿
 - description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing **M** 🖐️ 🗺️
 - examination of management and protection strategies for ONE landscape **F** 🌿
 - assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform 🖐️ 🌿 🗺️

Geomorphic hazard

Students:

- investigate ONE contemporary geomorphic hazard including causes, impacts and responses, for example: (ACHGK053)
 - description of the spatial distribution of the disaster **M** 🗺️ 🗺️ 🗺️
 - explanation of geomorphic processes causing the disaster and its impacts **VR** 🖐️ 🗺️
 - examination of the responses of individuals, groups and government to the impact of the disaster 🗺️ 🗺️
 - discussion of management strategies to reduce the future impact of similar hazard events including the role of technology in monitoring and predicting geomorphic hazards 🗺️ 🗺️ 🗺️

PLACE AND LIVEABILITY

OUTCOMES

A student:

- › locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**
- › explains how interactions and connections between people, places and environments result in change **GE4-3**
- › examines perspectives of people and organisations on a range of geographical issues **GE4-4**
- › explains differences in human wellbeing **GE4-6**
- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-3, GELS-4, GELS-6, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why do people's perceptions of the liveability of places vary?
- What effect does environmental quality and access to services have on people's wellbeing?
- How can strong community identity and social connectedness enhance the liveability of places?
- What approaches can be used to improve the liveability of places?







CONTENT FOCUS

Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

CONTENT

Influences and perceptions

Students:

- investigate factors influencing perceptions of the liveability of places, for example: (ACHGK043, ACHGK046, ACHGK065)
 - examination of environmental factors that influence perceptions of liveability eg climate, landforms, natural resources **VR**   
 - discussion of human factors that influence perceptions of liveability eg culture, income, employment, crime and safety   

- explanation of ways used to measure, assess or rank the liveability of places eg surveys, liveability index **GS** 🖥️ 📊
- development of personal liveability criteria and application to a local place ⚙️ 👤

Access to services and facilities

Students:

- investigate the influence of accessibility to services and facilities on the liveability of places, for example: (ACHGK044)
 - identification of services and facilities considered important to people's wellbeing **F ST** ★
 - examination of variations in access to services and facilities between urban, rural and remote places **GS** 🙌 📍 📊
 - explanation of how limited access to services and facilities affects the liveability of ONE place for different groups of people eg young people, people with disabilities, the aged, rural and remote communities 🙌 ⚙️ 🎓

Environmental quality

Students:

- investigate the impact of environmental quality on the liveability of places, for example: (ACHGK045)
 - discussion of factors that reduce environmental quality eg natural hazards, conflict, population pressures, land degradation 📍 ⚙️ 👤
 - comparison of the impact of environmental quality on the liveability of places across a range of scales eg local neighbourhoods, large cities, countries **F VR** 🌿 ⚖️

Community

Students:

- investigate the influence of social connectedness and community identity on the liveability of places, for example: (ACHGK046)
 - identification of the characteristics of places that influence community identity eg culture, environment, public events, religious beliefs 🙌 🌐 🗳️
 - discussion of factors that enhance social connectedness eg transport, technology, open spaces, meeting places, employment **ST** ⚙️ 🎓 👤

Enhancing liveability

Students:

- investigate strategies used to enhance the liveability of places using examples from different countries, for example: (ACHGK047)
 - identification of the characteristics of places considered highly liveable **VR** 🌿 ⚙️
 - examination of a range of strategies used to enhance liveability 🌿 ★
 - assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability 📍 ⚙️ 🗳️ 🌏
 - proposal of strategies to improve the liveability of a place in Australia ⚙️ 👤 🌏

WATER IN THE WORLD

OUTCOMES

A student:

- › locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**
- › describes processes and influences that form and transform places and environments **GE4-2**
- › explains how interactions and connections between people, places and environments result in change **GE4-3**
- › discusses management of places and environments for their sustainability **GE4-5**
- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why does the spatial distribution of water resources vary globally and within countries?
- How do natural and human processes influence the distribution and availability of water as a resource?
- What effect does the uneven distribution of water resources have on people, places and environments?
- What approaches can be used to sustainably manage water resources and reduce water scarcity?

CONTENT FOCUS

Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

CONTENT

Water resources

Students:

- investigate the characteristics and spatial distribution of global water resources, for example: (ACHGK037)
 - classification of water resources
 - identification of different forms of water used as resources **VR**

- examination of spatial distribution patterns of water resources **M ST**

The water cycle

Students:

- investigate how the operation of the water cycle connects people and places, for example: (ACHGK038)
 - identification of water cycle processes **VR**
 - explanation of water flows within a catchment area **M ST** 🖥️ 🎓
 - examination of factors influencing water flows and the availability of water resources in different places eg latitude, altitude, topography, location, climate change **M VR** 🌐 🎓

Australia's water resources

Students:

- investigate the quantity and variability of water resources in Australia and other places, for example: (ACHGK039)
 - analysis of spatial variations in Australia's water resources eg groundwater, rivers **M GS** 📊
 - explanation of variations in freshwater water availability across Australia eg precipitation, groundwater, runoff **VR** 🖥️ 📊
 - assessment of variations in freshwater water availability between continents **M GS** ⚙️ 📊

Water scarcity and water management

Students:

- investigate the nature of water scarcity and ways of overcoming it, for example: (ACHGK040)
 - description of the nature, extent and causes of water scarcity in different countries **M GS** 🎓 📊
 - assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management 🌐 🌱
 - ★
 - proposal of individual actions contributing to water management ⚙️ 👤 🌐

The value of water

Students:

- investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example: (ACHGK041) 🖐️ 🌐
 - description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses **VR** 🖐️ 🌐 🎓
 - discussion of variations in people's perceptions about the value of water eg economic versus aesthetic ⚖️ 🌐 🎓
 - comparison of the importance of water to ONE Aboriginal and Torres Strait Islander community and/or ONE Asian community 🖐️ 🌐 🎓

Natural hazard

Students:

- investigate ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses, for example: (ACHGK042)
 - explanation of the spatial distribution, cause and impact of the disaster **M VR** 🎓
 - examination of responses by individuals, groups and government to the impact of the disaster
🗺️ ⚙️ 🌐
 - prediction of the impact of climate change on the occurrence, frequency and extent of this type of hazard **M ST** ⚙️ 🖥️
 - discussion of management strategies to reduce the future impact of similar hazard events 🧑🏫 🌍

INTERCONNECTIONS

OUTCOMES

A student:

- › describes processes and influences that form and transform places and environments **GE4-2**
- › explains how interactions and connections between people, places and environments result in change **GE4-3**
- › examines perspectives of people and organisations on a range of geographical issues **GE4-4**
- › discusses management of places and environments for their sustainability **GE4-5**
- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- How are people and places connected to other places?
- What role does technology play in connecting people to people, goods, services and information in other places?
- What are the consequences of a globally connected world for people and places?
- Why are interconnections important for the future of places and environments?

CONTENT FOCUS

Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

CONTENT

Personal connections

Students:

- investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069)
 - analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities **GS** ⚙️ 📊
 - examination of the impact of people's travel, recreational, cultural and/or leisure activities on the future of places **VR** ✨

- explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability **M** 🌿 🎓

Technology

Students:

- investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places, for example: (ACHGK066)
 - explanation of how transport technologies connect people to places **M ST** 🚗 🎓
 - examination of how information and communication technologies increases people's connections to services, information and people in other places
 - assessment of the impact of increasing global connectivity on people and places 🌿 ⚙️ 🌏

Trade

Students:

- investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067)
 - identification of trade connections in Australia eg local farmers markets, inter-state business ★
 - examination of a country's trade links with other countries eg major trade partners, sources of raw materials **M GS** 📊 🏠
 - analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes **M ST** 📊 ⚙️ 🏠

Production and consumption

Students:

- investigate the effects of the production and consumption of goods on people, places and environments throughout the world, for example: (ACHGK068)
 - examination of environmental, social and economic impacts of production and consumption of consumer goods **GS** 📊 🌿 🏠
 - assessment of the effect of production or consumption of goods on ONE place or environment **VR** 📊 🌿 ⚙️
 - explanation of responses by governments, groups and individuals to minimise the effects of production and consumption 🌿 🌏 ★

CONTENT FOR STAGE 5

(100 hours minimum teaching time)

Sustainable Biomes

Changing Places

Environmental Change and Management

Human Wellbeing

OVERVIEW OF TEACHING AND LEARNING

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content including knowledge and understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. All students must undertake fieldwork in Stage 5.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

THE FOLLOWING GEOGRAPHICAL CONCEPTS ARE TO BE INTEGRATED THROUGHOUT STAGE 5:

- **Place:** *the significance of places and what they are like* eg the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* eg location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing; conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg the function and importance of the environment; the quality of the environment; significant environmental challenges; approaches to environmental management.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg consequences of migration patterns on the location of origin and destination; the economic, social and environmental factors influencing spatial variations in global human wellbeing.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg interactions between geographical processes at different scales; local alterations to environments can have global consequences; changes at a global level can impact local environments; management and protection of places and environments at local, regional, national and global scales.
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* eg short and long-term implications of environmental change on environments; the importance of sustainable practices to ensure the wellbeing of people; sustainable environmental worldviews and management approaches.

- **Change:** explaining geographical phenomena by investigating how they have developed over time eg biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations; the consequences of urbanisation; the protection of places and environments as a result of sustainable management practices.

THE FOLLOWING GEOGRAPHICAL INQUIRY SKILLS ARE TO BE INTEGRATED THROUGHOUT STAGE 5:

Acquiring geographical information

- develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072)
- collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073)

Processing geographical information

- evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074)
- represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)
- represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075)
- evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)
- apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)
- identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)

Communicating geographical information

- present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)
- reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080)

THE FOLLOWING GEOGRAPHICAL TOOLS ARE TO BE INTEGRATED THROUGHOUT STAGE 5:

Examples may include:

Maps – M

- relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synoptic charts

- maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief

Fieldwork – F

- observing, measuring, collecting and recording data, developing and conducting surveys and interviews
- fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing

Graphs and statistics – GS

- data tables, pie graphs, column graphs, compound column graphs, line graphs, scatter graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends, and to account for change

Spatial technologies – ST

- virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing data, augmented reality

Visual representations – VR

- photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field and photo sketches, cartoons, mind maps, web tools

SUSTAINABLE BIOMES

OUTCOMES

A student:

- › explains the diverse features and characteristics of a range of places and environments **GE5-1**
- › explains processes and influences that form and transform places and environments **GE5-2**
- › analyses the effect of interactions and connections between people, places and environments
- › **GE5-3**
- › assesses management strategies for places and environments for their sustainability **GE5-5**
- › acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- › communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?





CONTENT FOCUS

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

CONTENT








Biomes

Students:

- investigate the distribution and physical characteristics of biomes, for example: (ACHGK060)
 - examination of the spatial distribution of biomes **M ST**
 - identification of biomes used to produce food, industrial materials and fibres **VR** 
 - explanation of the impact of the climate, soils and vegetation of a biome on its productivity **GS**
VR   




Changing biomes

Students:

- investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example: (ACHGK061)
 - examination of human alterations to the physical characteristics of biomes eg vegetation removal, agriculture, land terracing, irrigation, mining **VR**  
 - assessment of environmental impacts of human alterations to biomes eg habitat and biodiversity loss, water pollution, salinity **GS ST**  
 - discussion of successful sustainability strategies that minimise environmental impacts   









Biomes produce food

Students:

- investigate environmental, economic and technological factors that influence agricultural yields in Australia and across the world, for example: (ACHGK062)
 - examination of how environmental factors influence agricultural yields eg temperature, water availability, soil, topography **F**
 - discussion of economic factors affecting agricultural yields eg global trade, commercialisation of agriculture **GS**  
 - explanation of how technology is used to increase agricultural yields eg innovations and advancements in farming practices **VR** 











Challenges to food production

Students:

- investigate environmental challenges to food production for Australia and other areas of the world, for example: (ACHGK063)
 - description of the impact of water scarcity and pollution on food production **VR**   
 - discussion of the impact of land degradation and competing land uses on food production eg urban expansion, biofuel production **F ST**  
 - assessment of the extent to which climate change can affect the capacity of countries to increase food production **GS**   

Food security

Students:

- investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world, for example: (ACHGK064) 
 - assessment of the capacity of biomes to produce food into the future  
 - analysis of population projections to predict future demand for food **M GS**   
 - examination of sustainable practices used to achieve food security **VR** 
 - discussion of the potential for Australia to contribute to global food security   

CHANGING PLACES

OUTCOMES

A student:

- › explains processes and influences that form and transform places and environments **GE5-2**
- › analyses the effect of interactions and connections between people, places and environments
- › **GE5-3**
- › assesses management strategies for places and environments for their sustainability **GE5-5**
- › acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- › communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

CONTENT FOCUS

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

CONTENT

Causes and consequences of urbanisation

Students:

- investigate the causes and consequences of urbanisation with reference to ONE Asian country, for example: (ACHGK054) 
 - identification of spatial distribution patterns **M GS**  
 - description of the causes of urbanisation   
 - examination of economic, social or environmental consequences of urbanisation **VR**  

Urban settlement patterns

Students:

- investigate differences in urban settlement patterns between Australia and another country, for example: (ACHGK055)
 - examination of urban settlements to determine patterns of concentration **GS ST** 🖥️ 📊
 - explanation of factors influencing urban concentration eg climate and topography, transportation networks, land use or perceptions of liveability **F VR** 🎓
 - assessment of the consequences of urban concentrations on the characteristics, liveability and sustainability of places 🌱 ⚙️

Internal migration

Students:

- investigate reasons for and effects of internal migration in Australia and another country, for example: (ACHGK056, ACHGK057)
 - analysis of trends in temporary and permanent internal migration **GS** 🖥️ 🎓 📊
 - discussion of economic, social or environmental consequences of internal migration on places of origin and destination ⚙️ ⭐

International migration

Students:

- investigate the reasons for and effects of international migration to Australia, for example: (ACHGK058)
 - analysis of international migration patterns **M GS** 🖥️ 📊
 - explanation of where and why international migrants settle within Australia **M** 🌐 🎓 ⭐
 - examination of characteristics and spatial patterns of Australia's cultural diversity **F VR** 🗣️

Australia's urban future

Students:

- investigate the management and planning of Australia's urban future, for example: (ACHGK059) 🌱
 - description of Australia's projected population growth **GS** 📊
 - discussion of the implication of population forecasts for the future growth and sustainability of urban places 🌱 ⚙️
 - explanation of strategies used to create economically, socially and environmentally sustainable urban places 🌱 ⚖️ ⭐
 - proposal of ways for individuals and communities to contribute to a sustainable urban future 🌱 🧑🏫 🗺️

ENVIRONMENTAL CHANGE AND MANAGEMENT

OUTCOMES

A student:

- › explains processes and influences that form and transform places and environments **GE5-2**
- › analyses the effect of interactions and connections between people, places and environments
- › **GE5-3**
- › accounts for perspectives of people and organisations on a range of geographical issues **GE5-4**
- › assesses management strategies for places and environments for their sustainability **GE5-5**
- › acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- › communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

CONTENT FOCUS

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

CONTENT



Environments

Students:

- investigate the role and importance of natural environments, for example:
 - identification of the function of natural environments in supporting life eg maintaining biodiversity **F VR**





Environmental change

Students:

- investigate human-induced environmental changes across a range of scales, for example: (ACHGK070)
 - brief examination of types, and extent, of environmental change **F VR**  

Environmental management

















Students:

- investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK071, ACHGK072) 
- discussion of varying environmental management approaches and perspectives   

Investigative study

Select ONE type of environment in Australia as the context for a comparative study with at least ONE other country.

Students:

- investigate the biophysical processes essential to the functioning of the selected environment
 - explanation of how the biophysical processes operating in the environment maintain its functioning **F**   
- investigate the causes, extent and consequences of the environmental change (ACHGK073)
 - examination of the causes and extent of change to the environment in each country **M GS**  
 - analysis of the short and long-term consequences of the environmental change in each country  
- investigate the management of the environmental change, for example: (ACHGK074, ACHGK075) 
 - discussion of the factors influencing the management responses in each country eg worldviews, competing demands, technology, climate change   
 - comparison and evaluation of the effectiveness of the management responses in achieving environmental sustainability  
 - proposal of how individuals could contribute to achieving environmental sustainability for the environment in each country   

HUMAN WELLBEING

OUTCOMES

A student:

- › explains the diverse features and characteristics of a range of places and environments **GE5-1**
- › explains processes and influences that form and transform places and environments **GE5-2**
- › analyses differences in human wellbeing and ways to improve human wellbeing **GE5-6**
- › acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- › communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-6, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

CONTENT FOCUS

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

CONTENT








Human wellbeing and development

Students:

- investigate ways of measuring and mapping human wellbeing and development, for example: (ACHGK076)
 - examination of global indicators and benchmarks for human wellbeing **GS** 📊
 - description of ways of measuring and mapping human wellbeing and development for the purpose of identifying and analysing spatial variations 🗺️
 - analysis of contemporary trends in human wellbeing and development **GS** 🌐 ⚙️ 📱








Spatial variations in human wellbeing

Students:

- investigate causes, issues and consequences of spatial variations in human wellbeing, for example: (ACHGK077, ACHGK078, ACHGK079)
 - description of spatial variations in human wellbeing and development between and within countries using selected indicators **M GS**   
 - examination of reasons for and consequences of spatial variations in human wellbeing and development **VR** 
 - discussion of issues affecting the development of places and their impact on human wellbeing in ONE country or region **ST**   




Human wellbeing in Australia

Students:

- investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)
 - identification of differences in human wellbeing in Australia using a range of indicators **GS** 
 - examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia eg cultural groups, unemployed, the aged, young people, people with disabilities **VR**   
 - analysis of how human wellbeing is influenced by where people live in Australia **M**   

Improving human wellbeing

Students:

- investigate initiatives to improve human wellbeing in Australia and other countries, for example: (ACHGK081)
 - evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing  
 - discussion of the role individuals play in improving human wellbeing   
 - proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia     

YEARS 7–10 LIFE SKILLS OUTCOMES AND CONTENT

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and Stage 5 objectives of the *Geography K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Geography Years 7–10 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Geography
- Special education needs
- Life Skills Years 7–10.

TABLE OF OBJECTIVES AND OUTCOMES

Objectives

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding about the interactions between people, places and environments

Life Skills outcomes

A student:

GELS-1

recognises features and characteristics of places and environments

GELS-2

demonstrates an understanding that places and environments change

GELS-3

explores interactions and connections between people, places and environments

GELS-4

recognises perspectives of people and organisations on a range of geographical issues

GELS-5

explores management of places and environments

GELS-6

investigates differences in human wellbeing

Objective

Students:

- apply geographical tools for geographical inquiry

Life Skills outcomes

A student:

GELS-7

collects and uses geographical information for inquiry

Objective

Students:

- develop skills to acquire, process and communicate geographical information

Life Skills outcomes

A student:

GELS-8

communicates geographical information

YEARS 7–10 LIFE SKILLS AND RELATED SYLLABUS OUTCOMES

| | |
|--|--|
| <p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of the features and characteristics of places and environments across a range of scales develop knowledge and understanding of interactions between people, places and environments | |
| <p>Life Skills outcomes</p> <p>A student:</p> | <p>Related Stage 4/5 outcomes</p> <p>A student:</p> |
| <p>GELS-1 recognises features and characteristics of places and environments</p> | <p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> |
| <p>GELS-2 demonstrates an understanding that places and environments change</p> | <p>GE4-2 describes processes and influences that form and transform places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> |
| <p>GELS-3 explores interactions and connections between people, places and environments</p> | <p>GE4-3 explains how interactions and connections between people, places and environments result in change</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> |
| <p>GELS-4 recognises perspectives of people and organisations on a range of geographical issues</p> | <p>GE4-4 examines perspectives of people and organisations on a range of geographical issues</p> <p>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p> |
| <p>GELS-5 explores management of places and environments</p> | <p>GE4-5 discusses management of places and environments for their sustainability</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability</p> |

| | |
|--|--|
| <p>GELS-6 investigates differences in human wellbeing</p> | <p>GE4-6 explains differences in human wellbeing</p> <p>GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing</p> |
| <p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> • apply geographical tools for geographical inquiry • develop skills to acquire, process and communicate geographical information | |
| <p>Life Skills outcomes</p> <p>A student:</p> | <p>Related Stage 4/5 outcomes</p> <p>A student:</p> |
| <p>GELS-7 collects and uses geographical information for inquiry</p> | <p>GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> |
| <p>GELS-8 communicates geographical information</p> | <p>GE4-8 communicates geographical information using a variety of strategies</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p> |

YEARS 7–10 LIFE SKILLS CONTENT

The Years 7–10 Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

| | |
|-------------------------------------|-----------------------|
| Landscapes and Landforms | Place and Liveability |
| Water in the World | Interconnections |
| Sustainable Biomes | Changing Places |
| Environmental Change and Management | Human Wellbeing |

OVERVIEW OF TEACHING AND LEARNING

Teaching Geography involves the explicit teaching of content, concepts, skills and tools.

The Geography Years 7–10 Life Skills outcomes and content should be integrated with:

- **Geographical Concepts** presented in the K–10 Geographical Concepts Continuum
- **Geographical Inquiry Skills** presented in the K–10 Geographical Inquiry Skills Continuum
- **Geographical Tools** presented in the K–10 Geographical Tools Continuum.

Teachers refer to these continuums to identify a student's current level of learning in relation to concepts, inquiry skills and tools and to plan for their further development through the Life Skills content.

An integrated approach to the teaching of geographical content, concepts, skills and tools provides meaningful learning experiences for all students.

FIELDWORK

All students should have the opportunity to participate in fieldwork to develop their understanding and demonstrate achievement of Geography Years 7–10 Life Skills outcomes. Fieldwork provides students with meaningful opportunities to engage in geographical inquiry processes where they use a variety of strategies to locate, gather, select, organise and communicate geographical information through the application of geographical skills and tools.

LANDSCAPES AND LANDFORMS

OUTCOMES

A student:

- › recognises features and characteristics of places and environments **GELS-1**
- › demonstrates an understanding that places and environments change **GELS-2**
- › recognises perspectives of people and organisations on a range of geographical issues **GELS-4**
- › explores management of places and environments **GELS-5**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: *GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8, GE5-1, GE5-2, GE5-4, GE5-5, GE5-7, GE5-8*

KEY INQUIRY QUESTIONS

- How are landscapes and landforms created?
- What do landscapes and landforms mean to people?
- How do people affect landscapes and landforms?
- How do geomorphic hazards affect landscapes and landforms?

CONTENT FOCUS

Students explore the features of landscapes and landforms using examples from Australia and throughout the world. They recognise how landscapes and landforms are created and acknowledge the values and meanings placed on landscapes and landforms by different people. Students investigate the impact humans have had on landscapes and ways to protect landscapes. Students explore the effect of natural hazards on landscapes and how people attempt to prevent future hazards.


GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS


Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Features of landscapes and landforms









Students:

- share information about familiar landscapes and landforms
- research various landscapes and landforms **M** 

- identify iconic landscapes and landforms within Australia and around the world **VR**
- recognise how landscapes and landforms are created by different forces of nature eg mountains created by volcanoes, rivers carved out by water, coastal headlands shaped by water and wind **F**




Value of landscapes and landforms for people

Students:

- recognise that people view landscapes and landforms differently   
- recognise the aesthetic value of landscapes and landforms for people **VR**
- explore the cultural and/or spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples   
- share ideas about the economic benefits that can come from landscapes and landforms  



Human impact on landscapes

Students:

- recognise the ways people alter landscapes eg damming rivers, deforestation, mining, farming, tourism **ST VR**
- identify the impact of human actions on ONE landscape eg visitors to beaches may trample the vegetation on the sand dunes **F**
- investigate management strategies used to protect ONE landscape eg fences erected around sand dunes to protect vegetation **F**  

Geomorphic hazards

Students:

- identify different geomorphic hazards eg avalanches, earthquakes, volcanic eruptions, rock falls and landslides **VR**
- explore the impact of geomorphic hazards eg changes to the landscape, loss of home, loss of life
- investigate ways in which people minimise the impact of future geomorphic hazards eg warning signs and systems, evacuation plans  

PLACE AND LIVEABILITY

OUTCOMES

A student:

- › recognises features and characteristics of places and environments **GELS-1**
- › explores interactions and connections between people, places and environments **GELS-3**
- › recognises perspectives of people and organisations on a range of geographical issues **GELS-4**
- › investigates differences in human wellbeing **GELS-6**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8, GE5-1, GE5-3, GE5-4, GE5-6, GE5-7, GE5-8

KEY INQUIRY QUESTIONS

- Where do people live?
- What are the features of the different places where people live?
- What factors influence where people live?
- How do people connect to the place they live?

CONTENT FOCUS

Students examine where people live and the features of places. They explore factors influencing people's decisions about where to live. Students investigate ways in which people contribute to their community and the ways people care for their local environment.

GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Where I live

Students:

- investigate features and characteristics of the local environment eg school canteen, playground, bushland, parks, shops, cinema **M**
- identify positive and negative features of the local environment eg parks and trees, public transport, graffiti **F VR** ⚙️

People live in different places

Students:

- investigate various places where people live eg towns, cities, villages, Country **M** 🖐️🌐🇺🇸
- identify features that make a place liveable eg environment, access to food, water, shelter, access to schools, hospitals, transport, recreational facilities **F** 📖🎓🏠
- identify features that make a place unliveable eg lack of water, shelter **VR**
- compare TWO contrasting places and the features that make them liveable or unliveable ⚙️⚙️

Factors that influence where people live

Students:

- explore reasons why people live where they do eg recreation and hobbies, family and friends, job opportunities, cost of living ⚙️⚙️
- communicate how culture influences where people live eg moving from place to place, moving to other countries 🌐🏠
- investigate why people feel connected to a place eg spiritual, sensory, emotional attachment 🖐️👥

How people contribute to the place they live in

Students:

- investigate ways in which they contribute to their community eg through school leadership, being part of a sporting team or musical band, volunteering for a community organisation 🇺🇸
- share ideas about how people care for their local environment eg participating in conservation activities, local action groups **VR** 🌱👥

WATER IN THE WORLD

OUTCOMES

A student:

- › recognises features and characteristics of places and environments **GELS-1**
- › demonstrates an understanding that places and environments change **GELS-2**
- › explores interactions and connections between people, places and environments **GELS-3**
- › explores management of places and environments **GELS-5**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: *GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8, GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8*

KEY INQUIRY QUESTIONS

- Where is water found?
- How do people use water?
- What affects people's access to and use of water?
- How and why does water need to be preserved?

CONTENT FOCUS

Students examine water as an environmental resource and the processes of the water cycle. They explore the importance of water for sustaining life and the extent to which fresh water is available and accessible. Students investigate sources of water for human use and the different ways people use water. They explore factors that affect access to fresh water and examine strategies used to preserve water. Students appreciate the value of water to different people across the world.


GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Water availability

Students:

- investigate sources of water in the world eg the local environment, Australia and other countries **M**
ST 
- examine the water cycle **VR**

- explore how water is a renewable resource ✨
- compare the availability of water as a resource in different places eg the local environment, Australia and/or other countries **GS** 📱 📊

Water for human use

Students:

- investigate the importance of water in sustaining life eg watering a plant, drinking water for animals ✨ 👤
- explore different ways in which water is used eg at home, for recreation, for transport, in factories, businesses or in farming **GS VR** 📱 🎓 ⭐
- investigate sources of fresh water for human use eg fresh water comes from the tap, well or dam

Factors affecting water accessibility

Students:

- explore how people's activities and actions affect access to fresh water eg water storage, water recycling, water contamination through pollution, sewage, detergents **F** ⚙️ 👤 ⚙️
- explore how natural hazards affect access to fresh water eg drought, flood **VR** ⚙️
- recognise that access to fresh water is limited ⚙️ 📱

Water management

Students:

- examine reasons why water needs to be preserved ✨
- investigate strategies to manage water in familiar environments eg turn off taps while brushing teeth, install water-saving shower head, build dams on property ✨ 👤
- investigate strategies that groups or governments use to manage water eg community groups participate in clearing litter from local waterways, businesses recycle grey water during production of goods, local councils require the installation of rainwater tanks for new buildings, state governments introduce water restrictions during periods of drought **F** ✨ ⚖️ 🇦🇺

Water as a valuable resource

Students:

- explore the cultural value of water to different cultures across the world **VR** 🌐 🌍 ⚙️
- investigate the economic value of water eg cost of using water within the home, the effect of drought on a farmer **GS** 📱 ⭐
- explore the spiritual value of water eg water in Dreaming stories, water in Chinese gardens **VR** 🙌
🌐 🌍

INTERCONNECTIONS

OUTCOMES

A student:

- › demonstrates an understanding that places and environments change **GELS-2**
- › explores interactions and connections between people, places and environments **GELS-3**
- › recognises perspectives of people and organisations on a range of geographical issues **GELS-4**
- › explores management of places and environments **GELS-5**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8

KEY INQUIRY QUESTIONS

- What shapes people's perceptions of places?
- How are people connected to different places?
- How do interconnections affect places and environments?

CONTENT FOCUS

Students focus on the connections people have to places. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They investigate the effect of human activities, such as production and tourism, on places and environments and how this affects the future of these places.



GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Perceptions of place

Students:

- share ideas about self and belonging eg language spoken at home, something special about themselves 
- identify groups they belong to eg family, sporting team **GS** 
- share ideas about how people are connected to a place eg culture, gender, age, family, peers, personal experiences

- reflect on the influence that people and events have on an individual's feelings towards a place eg feeling of belonging, feeling of acceptance 🏠👥

Interconnections between people and places

Students:

- explore ways they are connected to people and places eg birthplace, family, culture, religion, sport **M** 🏠
- explore how they connect with people and places eg letter, email, social media, online retail, travel, cultural events, recreation 📧
- investigate ways information and communication technologies connect people and places eg email, social media 📧🎓
- explore ways transport connects people and places eg types of transport for different purposes **GS** 📊
- examine ways trade connects people to places eg people buying goods online from overseas, businesses selling services to overseas countries **M** ⭐

Effect of interconnections

Students:

- investigate how people's access to services varies eg internet, public transport, community groups ⚖️⚡
- recognise the effect of information and communication technologies on places eg increased communication methods, improved communication speeds, decreased social interactions ⚡
- identify the effect of transport on places eg improved access to places, increased volumes of people moving from one place to another, increased trends in tourism, noise, traffic congestion **GS** 📊
- research the effect of transport on environments eg altered landscapes, air pollution, habitat disruptions and/or destruction **ST**
- explore the effect of trade on places eg job creation, increased product choice, greater competition between businesses, improved economies **GS** 📊⭐
- examine the effect of trade on environments eg creation of non-recyclable wastes, increased pollution levels, land degradation, depletion of natural resources 🌿

SUSTAINABLE BIOMES

OUTCOMES

A student:

- › recognises features and characteristics of places and environments **GELS-1**
- › demonstrates an understanding that places and environments change **GELS-2**
- › explores interactions and connections between people, places and environments **GELS-3**
- › explores management of places and environments **GELS-5**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: *GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8, GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8*

KEY INQUIRY QUESTIONS

- What are biomes?
- How are biomes used and altered?
- What are the factors affecting food production?
- How will the world feed its future population?

CONTENT FOCUS

Students identify the physical features of biomes. They investigate threats to biomes and the effect of those threats on biomes. Students explore factors influencing and affecting farming and food production in Australia and other countries. Students examine how a growing population affects global food security.



GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

World biomes

Students:

- identify different types of biomes in Australia and around the world eg deserts, grasslands **VR** 
- identify the location and distribution of biomes around the world **M**
- examine differences in the climate of biomes **M**
- explore the distinctive vegetation and animals found in different biomes **VR** 

Changing biomes

Students:

- identify how biomes are used by people to produce food, industrial materials or fibres eg agriculture, mining 🌱🌟
- investigate threats to biomes eg agriculture, mining, natural hazards, war, salinity, pollution, tourism, hunting, urbanisation **VR** 🌱🖥️
- share ideas about the effect of threats on biomes eg reduced biodiversity, habitat destruction, extinction of vegetation and/or animals **ST VR** 🌱🖥️
- explore sustainability strategies that minimise environmental impacts eg reuseable strategies, solar energy 🌱

Food production

Students:

- identify types of farming eg grain, meat, dairy, vegetable, fruit, nut, sugar cane **VR** 🖥️
- recognise the location and spatial distribution of farming across the world **M F** 🖥️
- investigate environmental factors influencing food production eg climate, soils, topography, rainfall
- explore environmental challenges to food production eg changing weather patterns, insect plagues, natural hazards, water scarcity, climate change **VR** 🌱🎓📊
- explore other factors that affect food production in Australia or in other countries across the world eg economic trends, political policies, social attitudes, technology, land degradation 🌱

Food for future populations

Students:

- explore population growth rates in Australia **GS** 📊
- compare Australia's population growth with that of a country with a rapidly growing population **M GS VR** 📊
- share ideas about how future population trends may affect food supplies in the future 🌱🌱🖥️
- explore ways food shortages can be addressed eg household or community vegetable gardens, technological advancements 🌱🖥️

CHANGING PLACES

OUTCOMES

A student:

- › demonstrates an understanding that places and environments change **GELS-2**
- › explores interactions and connections between people, places and environments **GELS-3**
- › explores management of places and environments **GELS-5**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: *GE4-2, GE4-3, GE4-5, GE4-7, GE4-8, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8*

KEY INQUIRY QUESTIONS

- What are urban areas?
- Why do people move to urban areas?
- What are the effects of urbanisation on places and the environment?
- How can urban areas be sustainable for the future?

CONTENT FOCUS

Students examine the features and patterns of urban areas in Australia and other countries. They explore the reasons for internal and international migration patterns and the effect of population movements on places. Students investigate issues related to the management, and future, of urban places.





GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Urban environments

Students:

- compare the features of an urban area with a rural area
- investigate the features of urban areas eg population, housing and construction, density and range of services and facilities **ST**  
- identify advantages and disadvantages of urban living eg access to services, employment, crime, pollution, population levels  
- investigate the location of urban areas throughout Australia **M**

- compare and contrast urban areas in Australia with another country **M GS** 🌐 🗺️

Urban migration

Students:

- investigate why people move to cities eg job opportunities, access to healthcare **VR** ⚙️ 🌏 🌟
- compare population change in cities eg Sydney in 1900 and present day, growth of Sydney's western suburbs, megacities in Asia or South America **GS** 📊 🌐 🗺️
- examine how cities have responded to increasing population numbers eg construction and building programs, increased transport networks **F** ⚙️ 🖥️
- share ideas about how places are affected when people move away eg decreased population, services withdrawn ⚙️

International migration

Students:

- research why people move from one country to another eg family, employment, climate, safety, better opportunities ⚙️ 🌐
- explore trends in international migration from one country to another **M GS** 🗺️
- examine the effect of multiculturalism in ONE country eg community radio and television, celebrations, religious and cultural holidays, food 🌐 🗺️

Management for future urban environments

Students:

- identify the effect of urbanisation on the environment in urban areas eg removal of trees, polluted creeks and waterways, altered landscape **F VR** 🌿
- investigate strategies used to improve the sustainability of urban areas for the future eg solar energy programs, improved public transport networks, increased housing density 🌿 🖥️

ENVIRONMENTAL CHANGE AND MANAGEMENT

OUTCOMES

A student:

- › demonstrates an understanding that places and environments change **GELS-2**
- › explores interactions and connections between people, places and environments **GELS-3**
- › recognises perspectives of people and organisations on a range of geographical issues **GELS-4**
- › explores management of places and environments **GELS-5**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: *GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8*

KEY INQUIRY QUESTIONS

- Why are environments important?
- How do people alter the environment?
- What are the effects of changes to the environment?
- Why is sustainability and environmental management important?

CONTENT FOCUS

Students develop an understanding of the effect of people's actions on the environment. They explore environmentally sustainable practices and reasons for different approaches to environmental management. Students identify causes and consequences of environmental change and investigate strategies to manage an environmental change sustainably.

GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Environments

Students:

- investigate the importance of their local environment eg to provide food, shelter
- investigate the role of environments eg to support life

Environmental changes

Students:

- investigate changes to their local environment caused by people **VR**
- explore ways people alter the environment eg clear trees for buildings, pollute the air **F**
- examine the environmental effects of people's actions eg loss of habitat, declining biodiversity, climate change **F** ⚙️

Environmental management

Students:

- identify ways their local environment is managed eg fencing and signs, restricted parking, native vegetation **VR** 🌿 ⚙️
- investigate environmentally sustainable practices eg water and energy efficiency programs, environment protection plans, rotational grazing 🌿 🏠
- explore ways in which Aboriginal and Torres Strait Islander Peoples manage their environment eg controlled use of fire, seasonal harvest calendars 🖐️ 🌿
- examine the advantages and disadvantages for protecting the environment eg protect biodiversity, economic utilisation of the environment 🌿 🎓 ⚙️
- identify why people have different views to environmental management eg government development projects versus community preservation action, one country compared to another ⚙️ 🌍 🗺️

HUMAN WELLBEING

OUTCOMES

A student:

- › recognises features and characteristics of places and environments **GELS-1**
- › demonstrates an understanding that places and environments change **GELS-2**
- › explores interactions and connections between people, places and environments **GELS-3**
- › explores management of places and environments **GELS-5**
- › investigates differences in human wellbeing **GELS-6**
- › collects and uses geographical information for inquiry **GELS-7**
- › communicates geographical information **GELS-8**

Related Stage 4/5 outcomes: GE4-1, GE4-2, GE4-3, GE4-5, GE4-6, GE4-7, GE4-8, GE5-1, GE5-2, GE5-3, GE5-5, GE5-6, GE5-7, GE5-8

KEY INQUIRY QUESTIONS

- What is human wellbeing?
- What are the indicators of human wellbeing and how can it be measured?
- Why does human wellbeing vary for people in different places?
- What is being done to improve human wellbeing?

CONTENT FOCUS

Students examine the nature of, and differences in, human wellbeing in relation to self, within Australia and between two other countries. Students investigate indicators of human wellbeing and how wellbeing can be measured. They investigate strategies to improve their own wellbeing and the wellbeing of others. Students explore how the development of places may affect human wellbeing.

GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Human wellbeing

Students:

- identify factors that they like and dislike about where they live
- identify factors that have a positive and negative impact on their life

- examine broad indicators of human wellbeing eg feeling good about yourself, feeling fulfilled, a sense of happiness, health, safety 🙏
- compare the human wellbeing of people within Australia including Aboriginal and Torres Strait Islander Peoples eg gender, age, location, life expectancy, education level, income, access to services **GS** 🙌 ⚖️ ♀️
- share ideas as to why differences in human wellbeing exist within Australia ⚙️ 🌐 ♀️

Human wellbeing and development

Students:

- examine differences in the human wellbeing of TWO countries eg Japan and India **VR** 🇦🇺 🌐 ♀️
- identify reasons for the differences in human wellbeing between the two countries eg access to services, fresh water, food, housing **M** ⚙️ 🎓
- share ideas about the effect that the development of place has on human wellbeing eg in relation to their own town/city 🌐

Improving human wellbeing

Students:

- share ideas about improving human wellbeing in a familiar place eg school, community
- investigate strategies to improve human wellbeing in Australia, including the wellbeing of Aboriginal and Torres Strait Islander Peoples eg access to education, access to affordable health, access to housing 🙌
- investigate strategies to improve human wellbeing in at least ONE other country 🇦🇺 🌐 ♀️

ASSESSMENT

STANDARDS

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

outcomes and content in syllabuses showing what is to be learned

Stage statements that summarise student achievement

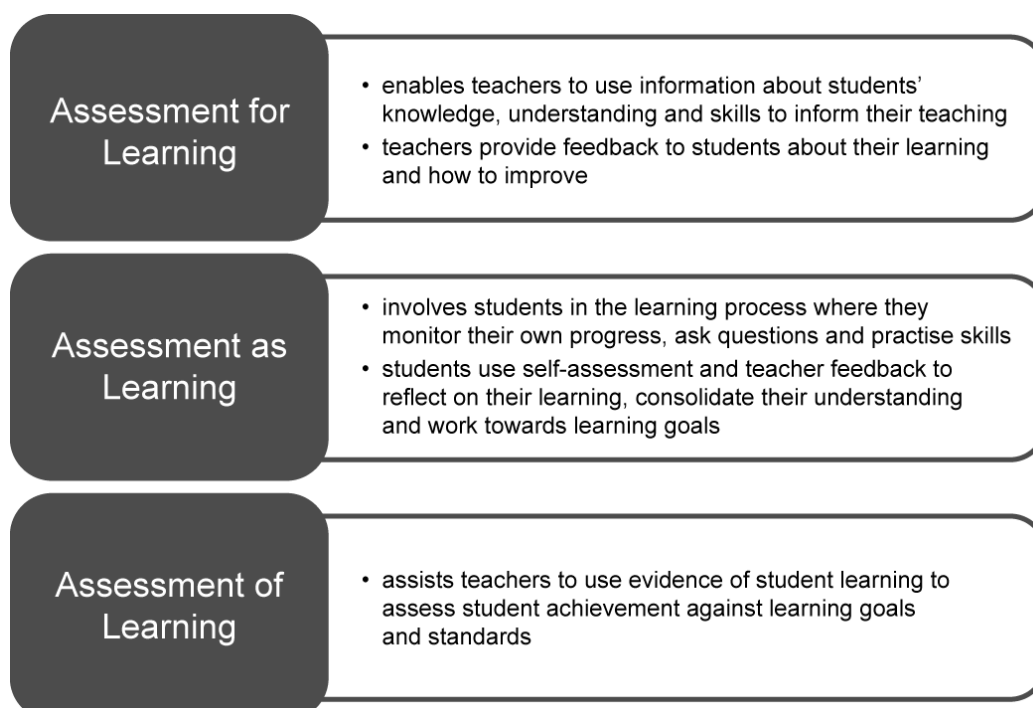
samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

Syllabus outcomes in Geography contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

ASSESSMENT

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The BOSTES Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the Geography syllabus is contained on the BOSTES website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Geography
- Special education needs
- Life Skills Years 7–10.

REPORTING

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in Geography provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals

identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

GLOSSARY

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| aerial photograph | Image taken from the air showing characteristics of an area. It may be at an oblique angle (slanting angle) or a vertical angle (straight down). |
| agricultural production | Using the land to produce food crops, non-food crops, industrial products and livestock. |
| agricultural yields | The agricultural output per hectare of land eg crop yields, milk yields. |
| altitude | Height of a feature above sea level. |
| area reference | A four-digit reference, using easting and northing grid lines, to locate an area on a topographic map. |
| aspect | The direction a slope faces. |
| atmospheric hazard | Hazard event originating in the atmosphere eg storms, tropical cyclones. |
| augmented reality | An enhanced image or environment as viewed on a screen or other display, produced by overlaying computer-generated images, sounds or other data on a real-world environment. |
| bearing | A compass point measured in degrees from 0 to 360. |
| biodiversity | The variety of living organisms and the environments they form. |
| biofuel | Fuel produced using plant material eg ethanol, biogas. |
| biome | A major terrestrial vegetation community eg a tropical forest, a temperate grassland or a desert. |
| biophysical processes | Interconnected sequences that form and transform natural environments in a cause-and-effect relationship eg erosion, deposition, soil formation, nutrient cycling. |
| cadastral map | A map showing property boundaries. |
| cartogram | A map in which the size of countries is adjusted to illustrate the distribution of a feature or statistic eg population size, hunger, poverty. |
| cartographic conventions | Accepted practices associated with constructing and interpreting maps eg using a border, orientation or compass point, legend or key, title, scale, giving latitude readings before longitude etc. |
| catchment area | The area drained by a river or water body. Also known as river basin. |
| characteristics | The tangible and intangible elements of a place or environment. |
| choropleth map | A map with shading to provide quantitative information about different areas or regions eg population density. |
| climate | The average types of weather, including seasonal variations, experienced by a place or region over a long period of time. |
| climate change | A long-term change in regional or global climate patterns eg annual precipitation, frequency of weather events. |
| climate graph | A graph showing average monthly temperature (by a line) and precipitation (by columns) for a location. |

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| climatic zones | Refers to areas of the Earth that have similar temperatures. The major zones are hot, temperate and polar and are generally demarcated by lines of latitude. Within each zone there are different climates because of the effects of the distribution of continents and oceans and the circulation patterns of the atmosphere and oceans. |
| clinometer | An instrument for measuring inclination or slope. |
| contour lines | Lines on a map that indicate altitude. |
| Country/Place | Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality. Place is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality. |
| cultural groups | People belonging to or identifying with a nationality, ethnic group, religion or social group with a distinct culture. |
| culture | The customs, habits, beliefs, social organisation and ways of life that characterise different groups and communities. |
| custodial responsibility | The obligation that Aboriginal and Torres Strait Islander Peoples care for the Country/Place on which they live, even if they are not traditional owners of that Country/Place. Traditional owners have primary responsibility for Country/Place. |
| development | Economic, social and political changes that improve the wellbeing of people. |
| disaster | When a hazard results in extensive damage to people, places and environments. |
| environment | The living and non-living elements of the Earth's surface and atmosphere. Where unqualified, it includes human changes to the Earth's surface eg croplands, planted forests, buildings and roads. |
| environmental functions | Processes of an ecosystem that supports human life and economic activity. |
| environmental quality | The characteristics of an environment or place that affect people's physical and mental health and quality of life eg the extent of air and water pollution, noise, access to open space, traffic volumes, the visual effects of buildings and roads. |
| environmental worldview | A person's view of the relationship between humans and nature eg <i>human-centred worldview</i> : humans are separate from nature and any environmental problems can be solved by technology; <i>earth-centred worldview</i> : humans are a part of, and dependent on, nature and have to work with nature to resolve environmental problems. |
| ethical protocols | The application of fundamental ethical principles when undertaking research and collecting information eg confidentiality, informed consent, citation and integrity of data. |
| features | The tangible elements of a place or environment. |
| field sketches | Annotated line drawings created to record features of an environment |

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| | during fieldwork activities. |
| flowline map | Map showing the flows of people, goods, information or ideas between places. |
| food security | When all people at all times have physical and economic access to sufficient, safe, nutritious food to maintain healthy and active lives. |
| geographic information systems (GIS) | Systems for storing, managing, analysing and portraying spatial data. |
| geographical challenges | Issues and problems arising from interactions between people, places and environments that threaten sustainability eg biodiversity loss, food insecurity, inequality. |
| geographical data | Quantitative or qualitative information about people, places and environments. |
| geographical processes | The physical and human forces that work in combination to form and transform the world eg erosion, the water cycle, migration and urbanisation. Geographical processes can operate within and between places. |
| geographical questions | Questions that inquire into the spatial and environmental dimensions of places and environments. |
| geomorphic hazard | Hazard events originating in the lithosphere eg volcanic eruptions, earthquakes, tsunamis and mass movement (landslides or avalanches). |
| geomorphic processes | Natural processes that transform the lithosphere to create distinctive landscapes and landforms eg erosion, weathering, tectonic activity. |
| global positioning systems (GPS) | Navigation systems that provide location and time information anywhere there is a line of sight to GPS satellites. |
| gradient | The steepness of a slope. |
| grid reference | A six-digit reference, using easting and northing grid lines, to locate the exact location of a place or feature on a topographic map. |
| groundwater | The water located beneath Earth's surface filling the spaces between grains of soil or rock. It slowly flows through aquifers; it connects with rivers, streams, lakes and wetlands; it feeds trees and vegetation. |
| human wellbeing | The quality of life of a population. |
| hydrologic hazard | Hazard events originating in the hydrosphere from changes to the water cycle eg floods and droughts. |
| internal migration | The movement of people from living in one defined area to living in another within a country eg movement from cities to non-metropolitan coastal locations, or between states and territories. |
| international migration | The voluntary or forced movement of people between countries. |
| isoline map | A map which has lines joining places having the same value of any selected element eg rainfall. |
| land degradation | Degradation of the health of land resources through human actions in |

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| | ways that threaten their ability to maintain their environmental functions eg salinity, accelerated soil erosion, loss of biodiversity and habitats. |
| landform | The individual surface features of the Earth identified by their shape eg dunes, plateaus, canyons, beaches, plains, hills, rivers, valleys. |
| landscape | A landscape is an area, created by a combination of geological, geomorphological, biological and cultural layers that have evolved over time eg riverine, coastal or urban landscapes. |
| large-scale map | A map that shows a small area of the Earth's surface in large detail eg a suburb where each centimetre on the map scale represents a small distance on the land. |
| latitude | Distance from the equator measured in degrees north or south. |
| liveability | An assessment of what a place is like to live in, using particular criteria such as environmental quality, safety, access to shops and services and cultural activities. |
| liveability criteria | Characteristics used to assess the liveability of places or their contribution to people's quality of life eg safety, healthcare, education, infrastructure and environment. |
| liveability index | A measure of liveability/quality of life based on a set of criteria and used to rank places. Used principally to rank the world's largest cities by the quality of life they offer. |
| local relief | The difference in altitude between the highest and lowest points in a small geographical area. |
| longitude | Degrees east or west of Greenwich. |
| map references | The use of letters and numbers to locate a place on a map which has grid squares. |
| megacities | Cities with a population greater than 10 million. |
| natural hazard | When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities eg bushfires, tropical cyclones, floods, earthquakes. |
| natural resources | Resources provided by nature. Resources can be classified as renewable, non-renewable and continuous. Also known as environmental resources. |
| natural vegetation | The vegetation that has evolved in an area over time. |
| perception | People's assessment of places and environments. |
| pictograph | A graph using picture symbols to represent statistical information. |
| pictorial map | A map using illustrations to represent information on a map. |
| political map | A map showing territorial boundaries between or within countries eg states and territories. |
| population density | The number of people in an area of land usually expressed as a number |

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| | per square kilometre. |
| population profile | A graph showing the age and gender composition of a population. Also known as population pyramid. |
| precipitation | Forms of water falling from the atmosphere to the Earth's surface eg rain, hail, snow, sleet. |
| précis map | A simple sketch map, drawn from a topographic map or photograph, showing the key patterns and features of an area by omitting minor details. |
| primary data | Original materials collected by someone eg field notes, measurements, responses to a survey or questionnaire. |
| qualitative methods | Explanatory and interpretive methods eg participant observation, focus group discussion or interviews, which are used to gather qualitative data. |
| quantitative methods | Statistical and other methods used to analyse quantitative data. |
| relative location | Location relative to other places eg the distance of a town from other towns. |
| relief map | A three-dimensional map showing the shape of the land and distinctive landforms (terrain) or a two-dimensional map representing 3D terrain. |
| remote sensing | The collection of information about a geographical feature from a distance eg via aircraft or satellite. |
| rotational grazing | A process whereby livestock are strategically moved to fresh paddocks, or partitioned pasture areas, to allow vegetation in previously grazed pastures to regenerate. |
| scatter graph | A graph which plots the relationship between two variables eg rainfall and height above sea level. |
| seasonal calendar | The classification of the weeks or months of the year into seasons eg spring, summer, autumn and winter, or wet and dry, or the classifications of Aboriginal cultures. |
| secondary information sources | Sources of information that have been collected, processed, interpreted and published by others eg census data, newspaper articles, and images or information in a published report. |
| settlement pattern | The spatial distribution of different types of human settlement eg isolated houses, towns, cities. |
| sketch map | A labelled drawing outlining the main geographical features of a place. |
| small-scale map | A map showing a large area of the Earth's surface with little detail eg world map where one centimetre on the map scale represents a large distance on the land. |
| social connectedness | A measure of the number and strength of people's social relationships with other people in the same place, or in other places via face-to-face connections or electronic methods. The opposite of good social connections is social isolation, or loneliness. |

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| spatial distribution | The location and arrangement of particular phenomena or activities across the surface of the Earth. |
| spatial variation | The difference or variation in natural and human features over an area of the Earth's surface eg water, population, Gross Domestic Product (GDP), life expectancy. |
| synoptic chart | A map showing atmospheric conditions at the Earth's surface at a point in time eg air pressure, winds, precipitation. Also known as a weather map. |
| thematic map | A map portraying a specific type of information eg rainfall, transport routes, climatic zones or population distribution. |
| topographic map | A detailed, large-scale map of part of the Earth's surface which illustrates the shape of the land and selected natural and human features from the surrounding environment. |
| topography | The relief and configuration of a landscape, including its natural and human features. |
| urban concentration | The proportion of a country or region's population living in urban areas. |
| urbanisation | The process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas. |
| vegetation identification chart | A pictorial resource used to identify plant types and biomes during fieldwork. |
| water cycle processes | The physical changes to water that change its state and geographical location eg evaporation, precipitation. |
| water scarcity | The lack of sufficient available water resources to meet demand. |
| weather | The condition of the atmosphere at a point in time eg temperature, humidity. |