

**Geography**

**Stage Statement – Stage 2**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **GE2-1 examines features and characteristics of places and environments** | | | | |
| 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 |  |  |  |  |

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

*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.*

**Outcomes – Stage 2**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **GE2-2 describes the ways people, places and environments interact** | | | | |
| 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 |  |  |  |  |

**Objectives – Stage 2**

**Objectives – Stage 2**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **GE2-3**  **examines differing perceptions about the management of places and environments** | | | | |
| 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 |  |  |  |  |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **GE2-4 acquires and communicates geographical information using geographical tools for inquiry** | | | | |
| apply geographical tools for geographical inquiry |  |  |  |  |
| develop skills to acquire, process and communicate geographical information |  |  |  |  |

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| **Geographical Concepts** | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **Place: the significance of places and what they are like** |  |  |  |  |
| * 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** |  |  |  |  |
| * 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** |  |  |  |  |
| 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** |  |  |  |  |
| * 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** |  |  |  |  |
| * 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** |  |  |  |  |
| * 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. |  |  |  |  |
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| **Geographical Inquiry Skills** | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **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) |  |  |  |  |
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| **Geographical Tools** | | | | |
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| **Maps** | | | | |
| large-scale maps, world map, globe, sketch maps |  |  |  |  |
| maps to identify location, direction, distance, map references, spatial distributions and patterns |  |  |  |  |
| **Fieldwork** | | | | |
| * observing, measuring, collecting and recording data, conducting surveys or interviews |  |  |  |  |
| * fieldwork instruments such as measuring devices, maps, photographs |  |  |  |  |
| **Graphs and Statistics** | | | | |
| tally charts |  |  |  |  |
| pictographs |  |  |  |  |
| data tables |  |  |  |  |
| column graphs |  |  |  |  |
| simple statistics |  |  |  |  |
| **Spatial Technologies** |  |  |  |  |
| virtual maps |  |  |  |  |
| satellite images |  |  |  |  |
| global positioning systems (GPS) |  |  |  |  |
| **Visual Representations** | | | | |
| photographs |  |  |  |  |
| illustrations |  |  |  |  |
| diagrams |  |  |  |  |
| story books |  |  |  |  |
| Multimedia  web tools |  |  |  |  |
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| **Places are Similar and Different** | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **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. | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **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 AHC |  |  |  |  |
| **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 GSVR AIUDD |  |  |  |  |
| - comparison of the natural and human features of a city in Australia with a city in a neighbouring country |  |  |  |  |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| - comparison of the daily life of people from different places |  |  |  |  |
| **Perception and Protection of Places - Students:** | | | | |
| Investigate how the protection of places is influenced by people’s perception of places, for example: (ACHGK018) SE |  |  |  |  |
| - 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 |  |  |  |  |
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| **The Earth’s Environment** | | | | |
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| **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. | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **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 |  |  |  |  |
| **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 |  |  |  |  |
| - 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 |  |  |  |  |
| **Perceptions 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, 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 and recreational practices |  |  |  |  |
| -discussion of ways waste can be managed sustainably |  |  |  |  |
| - examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources |  |  |  |  |
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