

**Geography**

**Stage Statement – Stage 3**

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

*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.*

**Outcomes – Stage 3**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **GE3-2**  **explains interactions and connections between people, 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 |  |  |  |  |

**Objectives – Stage 3**

**Objectives – Stage 3**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **GE3-3**  **compares and contrasts influences on 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** |
| **GE3-4**  **acquires, processes 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** |  |  |  |  |
| * characteristics of places on a global level.
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| **Space: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in** |  |  |  |  |
| * global patterns of spatial distribution
 |  |  |  |  |
| * how people organise and manage spaces in their local environment.
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| **Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment** |  |  |  |  |
|  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** |  |  |  |  |
| * how environments influence where people live
 |  |  |  |  |
| * ways people influence the characteristics of their environments
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| * diversity of cultures and peoples around the world.
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| **Scale: the way that geographical phenomena and problems can be examined at different spatial levels** |  |  |  |  |
| * 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.
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| **Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future** |  |  |  |  |
| * extent of environmental change
 |  |  |  |  |
| * environmental management practices
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| * sustainability initiatives.
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| **Change: explaining geographical phenomena by investigating how they have developed over time** |  |  |  |  |
| * changes to environmental and human characteristics of places.
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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 and plan an inquiry  (ACHGS033, ACHGS040)
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| * 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)
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| **Communicating geographical information** |
| * present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)
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| * 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)
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| **Geographical Tools** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **Maps** |
| 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** |
| * observing, measuring, collecting and recording data, conducting surveys and interviews
 |  |  |  |  |
| fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS |  |  |  |  |
| **Graphs and Statistics** |
| * pictographs, data tables, column graphs, line graphs, climate graphs
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| * multiple graphs on a geographical theme
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| * statistics to find patterns
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| **Spatial Technologies** |
| virtual maps |  |  |  |  |
| satellite images |  |  |  |  |
| global positioning systems (GPS) |  |  |  |  |
| **Visual Representations** |
| photographs, aerial photographs, illustrations, flow diagrams, annotated diagrams, multimedia, web tools |  |  |  |  |
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| **Factors That Shape Places** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **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. |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **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 Hazards - Students:** |
| Investigate the impact of ONE contemporary bushfire hazard in Australia, for example: (ACHGK030) |
| - identification of the location and extent of the disaster MST |  |  |  |  |
| - 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 |  |  |  |  |
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| **A Diverse and Connected World** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **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. |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **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 |  |  |  |  |
| - examination of economic, demographic and social differences between countries of the Asia region eg employment, population, lifestyle GS |  |  |  |  |
| **The World’s Cultural Diversity - Students:** |
| investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (ACHGK021, ACHGK022, ACHGK024) |  |  |  |  |
| - identification of different cultural groups, including indigenous cultural groups eg Maori, Inuit, Sami, Dayak MVR |  |  |  |  |
| - examination of various cultures eg customs, beliefs, social organisation |  |  |  |  |
| **Global Connections - Students:** |
| Investigate the world’s cultural diversity, including the culture of indigenous peoples, for example: (ACHGK033) |  |  |  |  |
| - 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 perception 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 |  |  |  |  |
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