



**NSW Syllabus
for the Australian curriculum**

**Geography K–10
Draft Syllabus**

Consultation Period
21 July – 29 August 2014

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The *Geography K–10 Draft Syllabus* for consultation has not undergone an editing process for publication.

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Background information

The *Geography K–10 Syllabus* includes the agreed Australian curriculum content and provides further detail to clarify the breadth and depth of learning for Geography. The Australian curriculum achievement standards underpin the draft syllabus outcomes and the stage statements for Early Stage 1 to Stage 5.

In May 2013 the Australian Education Ministers endorsed the Australian curriculum content descriptions for Foundation to Year 10 Geography. The endorsed content descriptions form the basis for the BOSTES development of the *Geography K–10 Syllabus* for implementation in NSW schools.

The K–10 syllabus will challenge students to meet high, but realistic, expectations as they progress through the years of schooling. It clearly articulates standards that show what students are expected to know and be able to do at each stage from Kindergarten to Year 10. This provides the context for assessment for learning and meaningful reporting of student achievement.

The draft syllabus

The draft syllabus has been guided by the *Geography K–10 Directions for Syllabus Development* which reflects the Australian Curriculum, Assessment and Reporting Authority (ACARA) developed curriculum, the feedback received from NSW stakeholders and the advice of the NSW K–10 Geography Board Curriculum Committee.

The BOSTES syllabus development project



This project commenced at the draft syllabus development phase of the BOSTES syllabus development process, recognising the substantial review and development work that ACARA together with all states and territories has undertaken. Broad consultation with teachers and other interest groups will precede the finalisation of the syllabus.

Timeline for the development of the *Geography K–10 Syllabus*

Steps in the syllabus development process	Date
BOSTES consultation on the <i>Draft Australian Curriculum: Geography</i>	November 2011 – March 2012
Endorsement of Australian curriculum content for F–10 Geography by the Education Ministers of the Standing Council on School Education and Early Childhood	May 2013
<i>Directions for Syllabus Development</i> prepared	Term 4 2013 – Term 1 2014
Draft syllabus developed	Terms 1 and 2 2014
Consultation on draft syllabus	6 weeks
Revisions to draft syllabus following consultation	Term 4 2014
Syllabus including initial materials to support implementation released	2015
Further support materials published	Late 2015
Implementation schedule	TBA

Assisting respondents

The following icons are used to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

Consultation

The *Geography K–10 Draft Syllabus* is accompanied by an online consultation survey on the Board of Studies, Teaching and Educational Standards NSW (BOSTES) website. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus. Please comment on both the strengths and the weaknesses of the draft syllabus. Feedback will be considered when the draft syllabus is modified.

The consultation period is from 21 July to 29 August 2014.

Written responses may be forwarded to:

Senior Project Officer, Geography
GPO Box 5300
Sydney NSW 2001

Or emailed to: brooke.prideaux@bostes.nsw.edu.au

Or faxed to: (02) 9367 8476

Structure of the draft syllabus

The draft syllabus has the following sections:

- Introduction
- Geography key
- Rationale
- The place of the *Geography K–10 Syllabus* in the K–12 curriculum
- Aim
- Objectives
- Outcomes
- Content
- Years 7–10 Life Skills outcomes and content
- Continuum of learning in Geography K–10
- Assessment
- Glossary

Each section of the draft syllabus includes:

- an explanation of the section's purpose
- the material on which responses and views are sought through the consultation.

The draft syllabus

Introduction

The 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 the 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 Draft Syllabus* is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, students learning English as an additional language, and students learning Standard English as an additional dialect follows.

Students with special education needs

The rationale, aim, objectives, outcomes and content of the *Geography K–10 Draft Syllabus* have been designed to accommodate teaching approaches that support the learning needs of all students.

Collaborative curriculum planning will determine the most appropriate curriculum options for students with special education needs in keeping with their learning needs, strengths, goals and interests.

Most students with special education needs will participate fully in learning experiences based on the regular syllabus outcomes and content. 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. These adjustments may involve:

- classroom organisation
- appropriate materials and resources to support teaching and learning activities
- the amount of content to be covered in a particular lesson or unit of work or the time allocated to complete work
- consideration of students' individual communication strategies, including verbal and non-verbal communication systems
- additional demonstration of key concepts and skills by the teacher, teacher's aide or a peer
- a range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback
- group work, peer or volunteer tutoring, and other individual assistance.

All decisions regarding adjustments for students with special education needs should be made through the collaborative curriculum planning process, to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Kindergarten – Year 6

In Kindergarten to Year 6, it is important for all students to have the opportunity to participate fully in and progress through the curriculum.

Students can access the K–6 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
- engage with selected outcomes and content appropriate to their learning needs
- engage with outcomes from an earlier stage, using age-appropriate content.

In addition, the NSW K–6 syllabus provides:

- advice and programming support for teachers on how to make adjustments to assist students to access the outcomes of the syllabus
- specific support materials in relation to students with special education needs as part of the overall syllabus package.

Years 7–10

Students build on their achievement in Kindergarten to Year 6 as they undertake courses to meet requirements of the Years 7–10 curriculum. Students can access the Years 7–10 syllabus 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
- engage with outcomes from an earlier stage, using age-appropriate content.
- engage with selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.

Further information can be found in support materials for Geography, special education needs and *Life Skills Years 7–10: Advice on Planning, Programming and Assessment* available on the BOSTES website.

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 the BOSTES and 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 learners are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

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

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

EAL/D learners 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 learners 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.

* EAL/D is the term adopted by all Australian schools as part of the national education reform agenda of developing a K–12 Australian curriculum. The term English as an additional language or dialect (EAL/D) may be used interchangeably with the following terms: English as a second language (ESL), English language learners (ELL), English as an additional language (EAL) or English as an additional dialect (ELD).

Geography Key

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

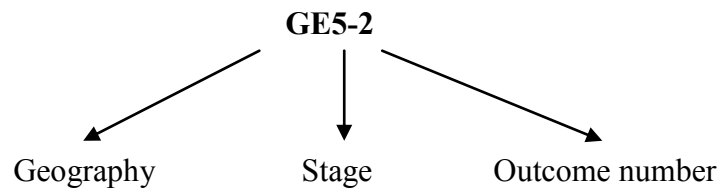
Outcome coding

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 draft Geography syllabus, the outcome codes indicate the subject, stage and outcome number. For example:

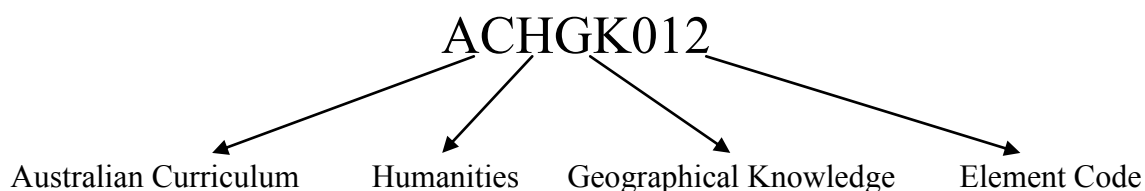


Outcome code	Interpretation
<i>eg, GE2-1</i>	<i>Geography, Stage 2 - Outcome number 1</i>
<i>eg, GE5-4</i>	<i>Geography, Stage 5 - Outcome number 4</i>
<i>eg, GELS-6</i>	<i>Geography, Life Skills - Outcome number 6</i>

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	G
Spatial Technologies	ST
Visual Representations	VR




For Example:

identify and locate a range of landscapes [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 Draft 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

 for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum and how Geography contributes to the achievement of the broad learning outcomes of the *K–10 Curriculum Framework*.

 consult


Geography 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 that world and propose actions designed to shape a socially just and sustainable future.

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


Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of people, places and environments in an increasingly complex world. This process enables them to ask distinctively geographical questions; to plan an inquiry and evaluate information; to process, analyse and interpret that information and reach conclusions based on evidence and logical reasoning; to evaluate and communicate their findings; and to reflect on their inquiry and respond to what they have learned. Engagement in fieldwork and the use of tools including mapping and spatial technologies are fundamental to geographical inquiry.

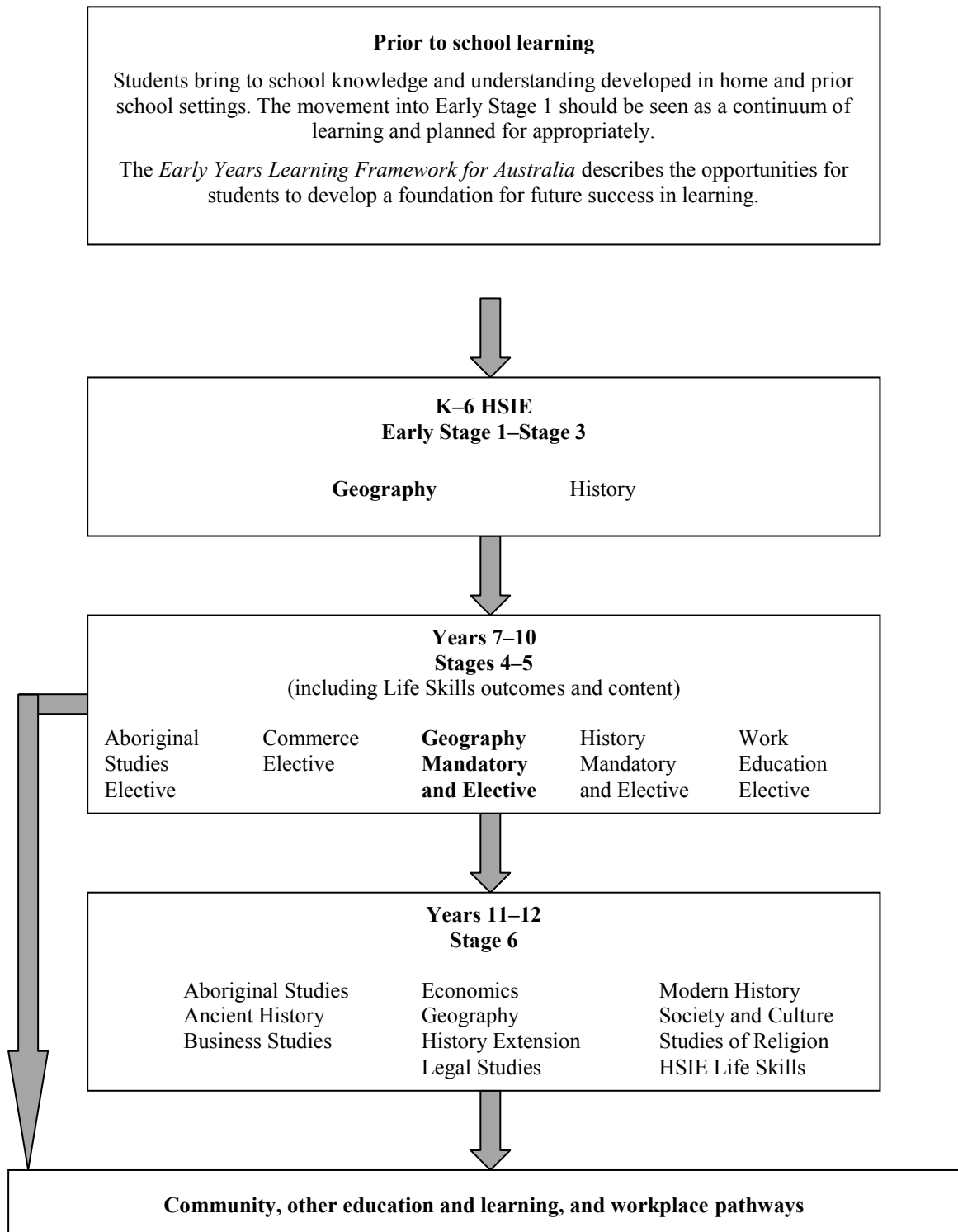
The study of geography enables students to become active and informed citizens able to critically assess the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and 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


 for your information

This section of the syllabus illustrates how the syllabus relates to the learning pathways K–12. This section places the K–10 syllabus in the K–12 curriculum as a whole.

 consult




Aim

 for your information


In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked.

 consult

The aim of the Geography syllabus is to stimulate students' interest in and engagement with their 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 active, informed and responsible citizens.

Objectives

 for your information

Objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Objectives will be organised under the areas of:

- knowledge, understanding and skills
- values and attitudes.

 consult

Early Stage 1–Stage 5

Knowledge, Understanding and Skills

Students:

- develop knowledge and understanding of the nature of geography across a range of scales
- develop knowledge and understanding of interactions between people, places and environments
- select and apply appropriate geographical tools for geographical inquiry
- develop skills to 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 our world on a range of scales
- a lifelong interest in and enthusiasm for the world they live in
- the importance of sustainability
- the role of informed and active citizens.

Outcomes

 for your information

Outcomes provide detail about what students are expected to achieve at the end of each stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

 consult

Table of objectives and outcomes – continuum of learning

Early Stage 1 – Stage 3

Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of the nature of geography across a range of scales develop knowledge and understanding of interactions between people, places and environments select and apply appropriate geographical tools for geographical inquiry develop skills to communicate geographical information 			
Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:
GEe-1 gathers information about people and places and communicates some of the ways in which people interact with and care for places	GE1-1 examines features of places and the ways in which people interact with and care for places	GE2-1 describes characteristics and features of places and the ways people, places and environments interact	GE3-1 explains interactions, and global connections, between people, places and environments
	GE1-2 uses geographical tools and skills to communicate geographical information	GE2-2 examines views of people about management of places and environments	GE3-2 investigates influences on management of places and environments
		GE2-3 uses geographical tools and skills to process and communicate geographical information	GE3-3 uses geographical tools to acquire and process geographical information
			GE3-4 uses written, oral or graphic forms to communicate geographical information

Stages 4 and 5

<p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of the nature of geography across a range of scales develop knowledge and understanding of interactions between people, places and environments. 	
<p>Stage 4 outcomes</p> <p>A student:</p>	<p>Stage 5 outcomes</p> <p>A student:</p>
GE4-1 locates and outlines the features of a range of places and environments	GE5-1 locates and describes the features of a range of 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
GE4-3 explains interactions between people, places and environments	GE5-3 analyses interactions between people, places and environments
GE4-4 accounts for perspectives of people and organisations on a range of geographical issues	GE5-4 assesses perspectives of people and organisations on a range of geographical issues
GE4-5 discusses management of places and environments for their future sustainability	GE5-5 evaluates management strategies for places and environments for their future sustainability
GE4-6 describes reasons for differences in human wellbeing	GE5-6 explains reasons for, and consequences of, differences in human wellbeing and ways to improve human wellbeing
<p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> select and apply appropriate geographical tools for geographical inquiry develop skills to communicate geographical information 	
<p>Stage 4 outcomes</p> <p>A student:</p>	<p>Stage 5 outcomes</p> <p>A student:</p>
GE4-7 applies geographical tools to acquire and process geographical information	GE5-7 selects and applies appropriate geographical tools to acquire and process geographical information
GE4-8 selects and uses written, oral and/or graphic forms to communicate geographical information	GE5-8 selects and uses appropriate written, oral and graphic forms to communicate geographical information for a range of audiences

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

Stage Statements

 for your information

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.

 consult

Early Stage 1

By the end of Early Stage 1, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students acquire information by direct observation, talking to others and viewing, reading and/or listening to texts. They share observations in a range of texts and use everyday language to describe geographical information. Students reflect on their learning to suggest individual action in response to the findings of their inquiries.

Stage 1

By the end of Stage 1, students define places and recognise the major geographical divisions of the world. They describe the features of different places and recognise that places exist across varying scales. Students demonstrate how spaces can be arranged for different purposes, investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect information to answer these questions. They represent data in tables, plans and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms. They suggest actions in response to the findings of their inquiries.

Stage 2

By the end of Stage 2, students compare 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 features of places. Students recognise the importance of the environment and examine how different views influence peoples' responses to a geographical challenge.

Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data in simple graphic forms and use maps featuring the cartographic conventions of scale, legend, title and orientation. They interpret simple grid references, read compass directions and determine distances. Students interpret data and draw conclusions. They present findings using geographical terminology in a range of texts. They 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 characteristics of places in different locations across local and global scales. They explain interconnections between people and places and identify factors influencing interconnections. Students describe the location of selected countries in absolute and relative terms and compare spatial distributions and patterns among phenomena. They explore peoples' alternative views on how to respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms using cartographic conventions of scale, legend, title and orientation. 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 and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Stage 4

By the end of Stage 4, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. Students provide explanations for spatial patterns and distributions and identify similarities in distribution patterns. They examine strategies for geographical challenges and propose responses, taking into account environmental, economic and social factors.

Students develop geographical inquiry questions then locate relevant information from a range of primary and secondary sources to answer those questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They

analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal. Students undertake a relevant field study either by visiting an actual site or through a virtual source.

Stage 5

By the end of Stage 5, students analyse interactions between geographical processes at different scales that change the characteristics of places. They predict changes in the characteristics and features of places and environments over time and across scales and explain the likely consequences of these changes. Students explain significant interconnections between people, places and environments and analyse changes resulting from these interconnections. They propose explanations for distributions, patterns and spatial variations over time and across scales. They explore alternative views to a geographical challenge and evaluate possible strategies to address challenges using environmental, social and economic criteria.

Students develop geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students represent data in a range of graphic forms, including special purpose maps that comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology in appropriate written, oral and graphic forms to communicate to a range of audiences. They evaluate the findings from their inquiry and propose action in response. They explain the predicted outcomes and consequences of their proposal. Students undertake a relevant field study either by visiting an actual site or through a virtual source.

K–10 Geographical Concepts Continuum

Stage	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>
Students demonstrate an understanding of:							
ES1	<ul style="list-style-type: none"> features of 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 similar 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 places, definition of places described by different groups of people and the major geographical divisions on Earth 	<ul style="list-style-type: none"> where activities are located and how spaces can be organised 	<ul style="list-style-type: none"> natural, managed and constructed 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 smaller rural villages to larger cities 		
2	<ul style="list-style-type: none"> natural and human characteristics of different places and their similarities and differences how people's feelings about places influence their responses and prompt actions to protect them 	<ul style="list-style-type: none"> settlements 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 to 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 and the relationship between local climatic conditions to world climatic types 	<ul style="list-style-type: none"> ways in which people use and protect environmental resources including Aboriginal and Torres Strait Islander Peoples differing views about environmental sustainability sustainable management of waste 	
3	<ul style="list-style-type: none"> characteristics of places on a global level from the continents of North America, Europe and Asia 	<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 over time the effect of natural hazards 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 how the world's cultural diversity is represented locally the effect of global events on people and places locally, regionally and globally 	<ul style="list-style-type: none"> environmental management approaches in Australia, past and present, and globally 	<ul style="list-style-type: none"> changes to environmental and human characteristics of places over time

<p>4</p>	<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 neighbourhood, town, country or continent as well as less tangible places such as a community, the Country, Nation or Place of indigenous peoples and places of special significance to individuals 	<ul style="list-style-type: none"> the changing global pattern of megacities the trends and consequences of urbanisation spatial distributions of precipitation 	<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 perceptions of the liveability of places availability of water resources 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 peoples' use of water affecting its quality and availability as a resource consequences of migration patterns on the country of origin and destination 	<ul style="list-style-type: none"> management of geographical challenges at a variety of scales from local to global responses and actions undertaken by governments, organisations and individuals 	<ul style="list-style-type: none"> pressures on the Earth's water resources, landscapes and urban places the need to manage environments for a longer term future sustainable management solutions 	<ul style="list-style-type: none"> changes to resources, landscapes and urban places over time through natural and human geographical processes and events trends in migration patterns and management strategies
<p>5</p>	<ul style="list-style-type: none"> factors influencing peoples' perceptions of places the special significance place has to some people the effect of global trade, tourism, transport, information and communication technologies have on places across the world 	<ul style="list-style-type: none"> location of biomes the spatial distribution of global patterns of food, industrial materials and fibre production and levels of human wellbeing conflicts arising from competing uses of space for agriculture, urban and industrial landuses and recreation 	<ul style="list-style-type: none"> the significance of the various source, sink service and spiritual functions of the environment the quality of the environment significant environmental challenges approaches to environmental management 	<ul style="list-style-type: none"> how the human environment systems thinking framework examines the complex interconnections between people, places and environments 	<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 impact local environments spatial variations in human wellbeing at local, regional, national and global scales 	<ul style="list-style-type: none"> short term and long term implications of environmental change on environments the importance of sustainable practices to ensure the wellbeing of people sustainable models of management 	<ul style="list-style-type: none"> biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations effect of production and consumption of consumer goods on places and environments throughout the world

K–10 Geographical Skills Continuum

Stage	Acquiring Geographic Information	Processing Geographic Information	Communicating Geographic Information
	Students:		
ES1	<ul style="list-style-type: none"> make observations about familiar places and pose questions about them (ACHGS001) record geographical data and information collected by observation (ACHGS002) 	<ul style="list-style-type: none"> represent the location of features of a familiar place on pictorial maps and models (ACHGS003) draw conclusions based on discussions of observations (ACHGS004) 	<ul style="list-style-type: none"> present information using everyday language to describe location and direction (ACHGS005) reflect on their learning to suggest ways that they can look after a familiar place (ACHGS006)
1	<ul style="list-style-type: none"> pose geographical questions about familiar and unfamiliar places (ACHGS007) (ACHGS013) collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008) (ACHGS014) 	<ul style="list-style-type: none"> represent data and the location of places and their features by constructing tables, plans and labelled 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, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (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, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020) (ACHGS027) 	<ul style="list-style-type: none"> represent data by constructing tables and graphs (ACHGS021) (ACHGS028) represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (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, 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)
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 and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034) (ACHGS041) 	<ul style="list-style-type: none"> evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035) (ACHGS042) represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036) (ACHGS043) interpret geographical data and other 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, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies 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)

Stage	Acquiring Geographic Information	Processing Geographic Information	Communicating Geographic Information
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 and secondary sources (ACHGS048) (ACHGS056) • evaluate sources for their reliability and usefulness (ACHGS049) (ACHGS057) 	<ul style="list-style-type: none"> • represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) (ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing appropriate 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 range of appropriate primary and secondary sources (ACHGS064) (ACHGS073) • evaluate sources for their reliability, bias and usefulness (ACHGS065) (ACHGS074) 	<ul style="list-style-type: none"> • represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams with and without the use of digital and spatial technologies (ACHGS065) (ACHGS074) • represent the spatial distribution of geographical phenomena by constructing special purpose 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 points of view (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 the 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)


K–10 Geographical Tools Continuum

Stage	Maps	Fieldwork	Graphs and Statistics	Spatial Technologies	Visual Representations
	Students:				
ES1	<ul style="list-style-type: none"> use pictorial maps to locate and describe places or neighbouring places follow a route to or from a place 	<ul style="list-style-type: none"> ask questions observe the school, local area or their home record data from observations 	<ul style="list-style-type: none"> use tables to record data from observations 	<ul style="list-style-type: none"> use spatial technologies such as Google Earth to locate places or map journeys 	<ul style="list-style-type: none"> use photographs, illustrations, diagrams, video or websites to investigate places
1	<ul style="list-style-type: none"> use maps to locate places and neighbouring places construct a labelled map locate the major geographical divisions of Earth on a world map or globe 	<ul style="list-style-type: none"> pose geographical questions observe the school or local area collect and record data gathered from observations or other sources conduct surveys or interviews 	<ul style="list-style-type: none"> use pictographs, tally charts, bar graphs to record survey results use weather charts or data use tables to sort, record and present geographical information 	<ul style="list-style-type: none"> use spatial technologies such as Google Earth to explore the local area, region or neighbouring countries 	<ul style="list-style-type: none"> use photographs, aerial photographs, satellite images, illustrations, story books, diagrams, video or websites to investigate places
2	<ul style="list-style-type: none"> recognise there are different types of maps use maps to identify direction, distance, simple grid references, distributions and patterns recognise and use cartographic conventions for maps including border, orientation, legend, title and scale construct simple large-scale maps to represent the location of places create simple sketch maps 	<ul style="list-style-type: none"> develop geographical questions observe people and places to measure, collect and record geographical data and information conduct surveys or interviews 	<ul style="list-style-type: none"> interpret tables to gather geographical information or data construct tables to record geographical information or data interpret graphs and construct graphs to represent geographical information or data eg picture graphs, column/bar graphs interpret simple statistics to find patterns use tallies to record survey, questionnaires or interviews results 	<ul style="list-style-type: none"> use spatial technologies, such as Google Earth or global positioning systems (GPS) for geographical inquiry 	<ul style="list-style-type: none"> use and interpret ground level photographs, aerial photographs and satellite images interpret or create geographical videos, illustrations, diagrams or websites use digital tools to organise, present or communicate geographical information, including the findings of geographical inquiries
3	<ul style="list-style-type: none"> use and interpret different types of maps to identify direction, distance, area and grid references, spatial distributions and patterns eg relief maps, topographic maps, political maps, flow-line maps, choropleth maps recognise and use cartographic conventions for maps including border, orientation, legend, title, scale and source construct large-scale and small-scale maps to represent the location of places create sketch maps 	<ul style="list-style-type: none"> develop geographical questions and plan a geographical inquiry use and evaluate primary and secondary sources collect geographical data and information using ethical protocols and fieldwork methods such as observation, measuring and recording data including the use of surveys and interviews 	<ul style="list-style-type: none"> interpret tables to gather geographical information and data construct tables to record or present geographical information and data interpret graphs and construct graphs to represent geographical information and data eg column/bar graphs, line graphs, climate graphs interpret multiple graphs presented on a geographical theme analyse statistics to find patterns design and use tallies to record survey, questionnaires or interviews results 	<ul style="list-style-type: none"> use spatial technologies, such as Google Earth, global positioning systems (GPS) or geographic information systems (GIS) for geographical inquiry 	<ul style="list-style-type: none"> recognise, use and interpret ground level photographs, aerial photographs and satellite images interpret or create geographical photographs, videos, illustrations, flow diagrams, annotated diagrams or websites use digital tools to organise, present and communicate geographical information, including the findings of geographical inquiries

Stage	Maps	Fieldwork	Graphs and Statistics	Spatial Technologies	Visual Representations
	Students:				
4	<ul style="list-style-type: none"> use cartographic conventions for maps including border, orientation, legend, title, scale and source use and interpret topographic maps to identify direction, scale and distance, area and grid references, altitude, area, contour lines, gradient, local relief use and interpret different types of maps to analyse geographical information data eg relief maps, topographic maps, political maps, flow-line maps, choropleth maps, isoline maps, cartograms, synoptic charts construct appropriate maps at different scales create sketch maps and précis maps 	<ul style="list-style-type: none"> develop geographically significant questions and plan an inquiry use primary and secondary sources and evaluate their reliability and usefulness collect geographical data and information using ethical protocols and fieldwork methods such as observation, measuring and recording data including the use of surveys and interviews and instruments such as weather instruments, vegetation identification charts, compasses, GPS or GIS where appropriate 	<ul style="list-style-type: none"> interpret tables to gather geographical information and data organise and tabulate data interpret graphs and construct graphs to represent geographical information and data eg pie graphs, column graphs, bar graphs, compound column graphs, line graphs, climate graphs and population pyramids interpret multiple tables and graphs presented on a geographical theme analyse statistics to find patterns and trends make mathematical calculations based on graphs and statistical data 	<ul style="list-style-type: none"> use spatial technologies including Google Earth, global positioning systems (GPS) and geographic information systems (GIS) to conduct geographical inquiry or communicate geographical information 	<ul style="list-style-type: none"> recognise, use and interpret ground level photographs, aerial photographs, oblique photographs and satellite images interpret or create geographical photographs, videos, illustrations, field sketches, diagrams, flow charts, annotated, cartoons, websites use appropriate digital tools to organise, present and communicate geographical information, including the findings of geographical inquiries, for a particular audience
5	<ul style="list-style-type: none"> use cartographic conventions for maps including border, orientation, legend, title, scale and source use and interpret topographic maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area and density, contour lines, gradient, local relief use and interpret different types of maps to analyse geographical information data eg relief maps, topographic maps, political maps, choropleth maps, flow-line maps, cadastral maps, thematic maps, isoline maps, cartograms, synoptic charts construct appropriate maps at different scales construct a landuse map, a précis map, a transect and a cross-section construct a special-purpose map relevant to an inquiry or geographical issue 	<ul style="list-style-type: none"> develop geographically significant questions and plan an inquiry use primary and secondary sources and evaluate their reliability, bias and usefulness collect geographical data and information using ethical protocols and fieldwork methods such as observation, measuring and recording data including the use of surveys and interviews and instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing where appropriate 	<ul style="list-style-type: none"> interpret complex tables to gather geographical information and data organise and tabulate data and assess its validity interpret graphs and construct graphs to represent geographical information and data eg pie graphs, column graphs, bar graphs, divided bar graphs, compound column and bar graphs, line graphs, scatter plots, climate graphs and population pyramids interpret multiple tables and graphs presented on a geographical theme analyse statistics to find patterns and trends recognise and account for change using statistical data make mathematical calculations based on graphs and statistical data 	<ul style="list-style-type: none"> use spatial technologies including Google Earth, global positioning systems (GPS), geographic information systems (GIS) and remote sensing data and information to conduct geographical inquiry and communicate geographical information 	<ul style="list-style-type: none"> recognise, use and interpret ground level photographs, aerial photographs, oblique photographs and satellite images interpret or create geographical photographs, digital images, videos, illustrations, field and photo sketches, diagrams, annotated diagrams, flow charts, cartoons, mind maps, websites use appropriate digital tools to organise, present and communicate geographical information, including the findings of geographical inquiries, to suit audience and purpose

Content

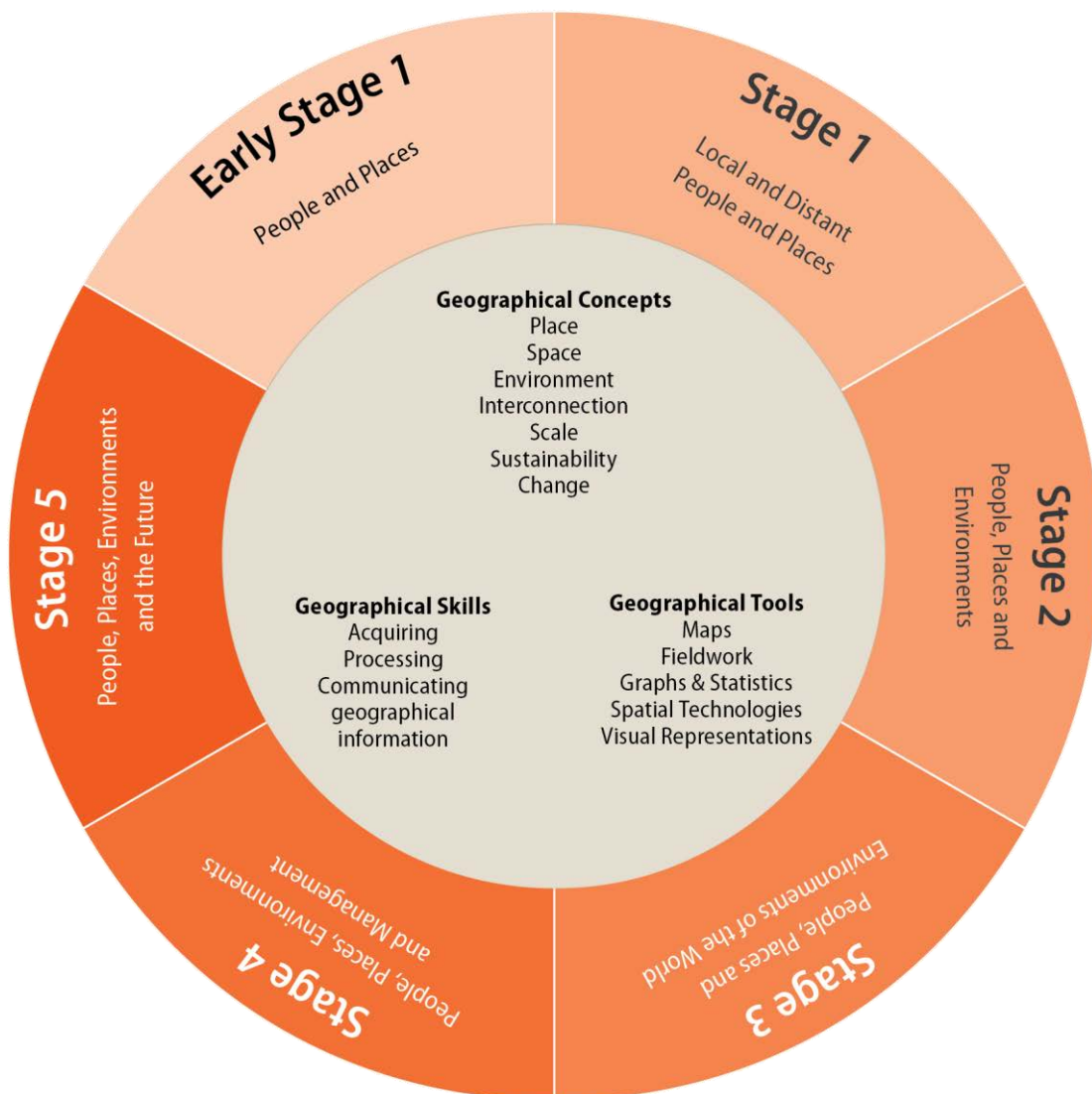
Organisation of content

 for your information

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.

 consult



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 [100 hours minimum teaching time]

Water in the World

Place and Liveability

Landforms and Landscapes

Changing Nations

Stage 5 [100 hours minimum teaching time]

Biomes and Food Security

Interconnections

Environmental Change and Management

Human Wellbeing

All students must undertake fieldwork in Stage 4 and Stage 5. Virtual fieldwork can be undertaken if appropriate.

Geographical Inquiry

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, analysis and interpretation 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. Inquiries may vary in scale and geographical context.

It is not intended that students would always undertake or be involved in a complete inquiry. Teachers could for example, provide students with data to represent or analyse rather than have students collect the information themselves. Many inquiries should start from the observations, questions and curiosity of students. Inquiry will progressively move from more teacher-centred to more student-centred as students develop cognitive abilities and gain experience with inquiry processes across their years of schooling.

The stages of a complete inquiry are:

1. Acquiring geographical information

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

Collecting, recording, evaluating and representing: collecting information from primary and/or secondary sources, recording the information, evaluating it for reliability and bias, and representing it in a variety of forms

2. Processing geographical information

Interpreting, analysing and concluding: making sense of information gathered by identifying order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry and developing conclusions. It also involves interpreting the results of this analysis and developing conclusions

3. Communicating geographical information

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

Reflecting and responding: reflecting on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry; and proposing actions that consider environmental, economic and social factors.

Fieldwork

Fieldwork is an integral part of the study of Geography. It is a geographical tool that facilitates the 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 styles.

Fieldwork involves the observation and recording of information outside the classroom. It could be within the school grounds, around neighbouring areas, or in more distant locations.

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 the geographical processes that form and transform environments
- use different kinds of geographical tools including spatial technologies 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/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 to encompass a number of topics studied in each stage.

Students should have opportunities to participate in fieldwork in Early Stage 1–Stage 3 while students in Stages 4 and 5 must undertake and participate in fieldwork in each stage. In the early years of learning students should be guided to observe their local area such as weather and vegetation, interviewing family and community members about connections to other places or observing the changes in the local area over time using photographs and historical maps. There will be an increasing emphasis on independent observation and analysis of data in Stages 4 and 5. There are many opportunities for fieldwork in Stages 4 and 5 such as the observation of the geomorphic processes which have created the local landscapes or observing aspects of human-induced environmental changes that challenge sustainability in local or regional landforms. The enjoyable experience of active engagement in fieldwork helps to create and nurture a lifelong interest in and enthusiasm for the world they live in.

Fieldwork can be undertaken locally, at more distant sites or by using information and communication technology to investigate virtual sites where necessary. Where fieldwork is planned for Aboriginal and Torres Strait Islander sites, participants should follow ethical protocols and seek permission from elders to use the site, acknowledge the traditional owners of the land and be respectful of the site.

A Note to Teachers about Geography Elective Stages 4 and 5 including Life Skills

The current provision for an additional elective study of Geography will remain. The Elective course is described in the current *Geography Years 7–10 Syllabus* (2003). Students may undertake either 100 hours or 200 hours of study in Geography (Elective) in Stage 4 and/or Stage 5.

Programs must be developed from at least THREE of the eight focus areas in Geography (Elective) for 100 hours and from at least FIVE of the eight focus areas for 200 hours.

The focus areas are:

- Physical Geography
- Oceanography
- Geography of Primary Production
- Development Geography
- Australia's Neighbours
- Political Geography
- Interaction and Patterns along a Continental Transect
- School-developed Option

The focus areas chosen in the Geography Elective course must not overlap or duplicate significantly any of the topics from the *Geography K–10 Syllabus*.




Learning across the curriculum

 for your information

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 
- 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 

 consult

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Geography K–10 Draft 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 place and their interconnection with the environments in which they live.

Students investigate the thousands of years of Aboriginal and Torres Strait Islander connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students examine the effects of European colonisation on people and environments and students gain an understanding of spatial inequalities in human welfare,

sustainable development and human rights. Students learn that there are different ways of thinking about and interacting with the environment.

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.

In including Aboriginal and Torres Strait Islander knowledge and practices, and engaging with communities and local and regional environments, students develop a wide range of critical and creative thinking skills. Students may explore ways of experiencing landscapes by conducting fieldwork with Aboriginal and Torres Strait Islander Peoples and reading, listening to, or performing Aboriginal and Torres Strait Islander Peoples' explanations of the origins of particular landforms.

Asia and Australia's engagement with Asia ^a

Geography students learn about and recognise the diversity within and between the countries of the Asia region. 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 explore groups of countries, individual countries, or specific regions and locations within countries and recognise Asia as an important region of the world. Students will appreciate the diversity that exists between and within the countries of Asia, and how this diversity influences the way people perceive and interact with places and environments. Students also learn about the ways in which Australia and Asia are interconnected, both environmentally and socially, and how transnational collaboration supports the notion of shared and sustainable futures within the Asia region.

Sustainability ✦

The study of Geography enables students to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world.

Students recognise sustainability as being futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. They acknowledge that actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence. Students will examine a range of contemporary issues related to sustainability.

Geography enables students to develop a holistic understanding of human dependence on the environment. It provides opportunities for students to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. It enables students to explore how worldviews influence these relationships and interactions with the environment.

In Geography, students examine the effects of human activities on environments, including how human usage of resources affects ecosystems, 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 patterns 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 judgment. 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 about human rights and citizenship; for example, who bears the costs and who gains the benefits, and about group and personal responsibilities. By exploring such questions, students develop informed values and attitudes and become aware of their own roles and responsibilities as citizens.

When undertaking fieldwork, students learn about ethical procedures for investigating and working with people and places, including working with Aboriginal and Torres Strait Islander Peoples. 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 in Geography by learning to make the most of the technologies available to them, adapting to new ways of doing things 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 technologies and learn to use 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 commonalities and differences, create connections with others and cultivate mutual respect.

Students learn about the diversity of the world's places, peoples, cultures 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, including their own, 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 their study of people in diverse places, including those countries from which migrants to Australia have come, students come to recognise their similarities with other people, to better understand their differences, and to 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 learn how to 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 places that make up our world, learning to evaluate these texts and recognising how language and images can be used to make and manipulate meaning.

Students develop oral and written skills as they use language to ask distinctively geographical questions. They plan a geographical inquiry, collect and evaluate information, communicate their findings, reflect on the conduct of 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, diagrams, photographs and remotely sensed and satellite images.

Numeracy 📊

In Geography, 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 grids, scale, distance, area and projections.

Personal and social capability 👥

In Geography, 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 to consider ways of 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, and provides them with 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, skills, values and attitudes for informed and active participation in Australian society and as global citizens. Geography supports students to become active and informed citizens as they explore ways they can shape their lives, value their belonging in a diverse and dynamic society, and

positively contribute in a range of scales locally, nationally, regionally and globally. Informed and 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 nations. 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 nations.

Difference and diversity †

Geography is well placed to develop students' knowledge and understanding about 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 of business activities on people, places and the environment 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



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Early Stage 1 Topic

People Live in Places

Overview of teaching and learning

Content including knowledge and understanding, concepts, skills and tools should be taught in an integrated way to provide meaningful learning experiences for students.

The following Geographical Concepts are to be integrated throughout Early Stage 1:

- **Place:** *the significance of places and what they are like* eg features of 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 similar 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 Skills are to be integrated throughout Early Stage 1:

Acquiring geographical information

- make observations about familiar places and pose questions about them (ACHGS001)
- record geographical data and information collected by observation (ACHGS002)

Processing geographical information

- represent the location of features of a familiar place on pictorial maps and models (ACHGS003)
- draw conclusions based on discussions of observations (ACHGS004)

Communicating geographical information

- present information using everyday language to describe location and direction (ACHGS005)
- reflect on their learning to suggest ways that they can look after a familiar place (ACHGS006)

The following Geographical Tools are to be integrated throughout Early Stage 1:

Maps [M]

- use pictorial maps to locate and describe places or neighbouring places
- follow a route to or from a place.

Fieldwork [F]

- ask questions
- observe the school, local area or their home
- record data from observations.

Graphs and statistics [GS]

- use tables to record data from observations.

Spatial technologies [ST]

- use spatial technologies such as Google Earth to locate places or map journeys.

Visual representations [VR]

- use photographs, illustrations, diagrams, video or websites to investigate places.

People Live In Places

Outcomes

A student:

- gathers information about people and places and communicates some of the ways in which people interact with and care for places **GEe-1**

Topic description

In this topic students explore the places they live in and belong to. They develop an understanding of what makes a place special and how and why it should be looked after. Students learn to observe and describe the features of places and explore their location in relation to other similar and interesting places.

Key inquiry questions

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

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Early Stage 1 are listed in the *Overview of teaching and learning*.

Content

The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)

The reasons why some places are special to people, and how they can be looked after (ACHGK004)

Students:

- identify places they live in and belong to [GS] [VR] 🏠 🗺️
- describe features of places they are familiar with 🏠
- recognise some places are special to people ✨
- examine reasons that make places special to people ⚖️ ✨
- discuss why people need to care for special places 🌱 ⚖️ 🏠
- choose ONE special place and:
 - explore ways people care for the special place [F]
 - recommend ways people may care for the special place in the future ✨ 🗺️ 🏠

The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)

Students:

- identify the name of a local Aboriginal or Torres Strait Islander Language Group 🖐️🎓
- explore the origin and meaning of this local Aboriginal or Torres Strait Islander Language Group name 🖐️✚
- discuss why Country or Place is important to local Aboriginal and Torres Strait Islander Peoples 🖐️⚖️🌐

The representation of the location of places and their features on maps and a globe (ACHGK001)

Students:

- locate familiar places on a globe or maps [M] [ST] 🖥️
- describe the location and direction of places on a map or globe eg near and far, above and below, beside and opposite [M] [ST] 🖥️📊

Content for Stage 1



consult

Stage 1 Topics

Features of Places

People and Places

Overview of teaching and learning

Content including knowledge and understanding, concepts, skills and tools should be taught in an integrated way to provide meaningful learning experiences for students.

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 places, definition of places described by different groups of people and the major geographical divisions on Earth.
- **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, managed and constructed 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 smaller rural villages to larger cities.

The following Geographical Skills are to be integrated throughout Stage 1:

Acquiring geographical information

- pose geographical questions about familiar and unfamiliar places (ACHGS007) (ACHGS013)
- collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008) (ACHGS014)

Processing geographical information

- represent data and the location of places and their features by constructing tables, plans and labelled 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, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (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:

Maps [M]

- use maps to locate places and neighbouring places
- construct a labelled map
- locate the major geographical divisions of Earth on a world map or globe.

Fieldwork [F]

- pose geographical questions
- observe the school or local area
- collect and record data gathered from observations or other sources
- conduct surveys or interviews.

Graphs and statistics [GS]

- use pictographs, tally charts, bar graphs to record survey results
- use weather charts or data
- use tables to sort, record and present geographical information.

Spatial technologies [ST]

- use spatial technologies such as Google Earth to explore the local area, region or neighbouring countries.

Visual representations [VR]

- use photographs, aerial photographs, satellite images, illustrations, story books, diagrams, video or websites to investigate places.

Features of Places

Outcomes

A student:

- examines features of places and the ways in which people interact with and care for places
GE1-1
- uses geographical tools and skills to communicate geographical information GE1-2

Topic description

In this topic students observe how the natural, managed and constructed features of places change over time and that weather patterns change daily and seasonally. Students investigate the purpose and organisation of activities within spaces and the active role of citizens in the care of places.

Key inquiry questions

- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 1 are listed in the *Overview of teaching and learning*.

Content

The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)

The ways the activities located in a place create its distinctive features (ACHGK007)

Students:

- discuss why spaces are rearranged for different purposes eg for a ceremony, game, party ✨
- demonstrate ways that a space can be rearranged for a different purpose ✨
- identify and record the location of activities in an area eg school, shops [M] [GS] [F] 📍 ✨
- suggest why these activities are located where they are eg retailing, medical, industrial, educational, recreational, religious activities ★

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)

Students:

- describe the natural, managed and constructed features of a place eg hills, rivers, native vegetation; managed parks, farms, playing fields; constructed pathways, roads and

buildings [M] [F] [VR] ✨

- explore Aboriginal Dreaming stories and/or Legends of the Torres Strait that identify the natural features of a place ✨🎓
- compare how the features of a place have changed over time [M] [ST] [VR] ✨★
- investigate how a group or individuals care for a place eg a bushland, wetland, park, heritage building ✨🌿⚖️👥🇺🇸

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)

Students:

- describe and compare the daily and seasonal weather patterns of places [F] 🌐🎓📅
- investigate how different cultural groups, including the Aboriginal and Torres Strait Islander Peoples, describe weather and seasons in seasonal calendars [VR] ✨⚙️🌐

People and Places

Outcomes

A student:

- examines features of places and the ways in which people interact with and care for places **GE1-1**
- uses geographical tools and skills to communicate geographical information **GE1-2**

Topic description

In this topic students explore Australia's location on a world map. They discuss the special connections various people have with places. Students examine how often people visit places based on distance and accessibility.

Key inquiry questions

- What are places?
- How are people connected to their place and other places?
- What factors affect peoples' connections to places?


Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 1 are listed in the *Overview of teaching and learning*.

Content

The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)










Students:

- discuss what places are
- investigate the names and meanings given to local features and places, including those of the local Aboriginal and Torres Strait Islander Peoples 
- describe the scale of places eg from the personal scale of their home, the local scale of their suburb, the regional scale of their state, to the national scale of their country **[M]** **[VR]**

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)




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

Students:

- examine the special connections some people have to places and/or Country in Australia and across the world eg through birth, marriage, family, beliefs, holidays [M]     
- describe Aboriginal or Torres Strait Islander Peoples connections with land, sea and animals of their place    








The location of the major geographical divisions of the world in relation to Australia (ACHGK009)

Students:

- locate and identify continents, oceans, equator, hemispheres and North and South Poles [M] [ST] [VR]
- describe Australia's location in the world in relation to the major geographical divisions of the world [M]   

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)

Students:

- record places that they visit and their reasons for visiting [GS]
- describe how often they visit these places and suggest reasons why  
- explain how visiting patterns to places have changed over time [GS]   
- investigate factors influencing people's accessibility and connectedness to places eg transport, information and telecommunications technologies  

Content for Stage 2



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Stage 2 Topics

Places are Similar and Different

The Earth's Environment

Overview of teaching and learning

Content including knowledge and understanding, concepts, skills and tools should be taught in an integrated way to provide meaningful learning experiences for students.

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 characteristics of different places and their similarities and differences; how people's feelings about places influence their responses and prompt actions to protect them.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* eg settlements 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 to 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 and the relationship between local climatic conditions to world climatic types.
- **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 use and protect environmental resources including Aboriginal and Torres Strait Islander Peoples; differing views about environmental sustainability; sustainable management of waste.

The following Geographical 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, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020) (ACHGS027)

Processing geographical information

- represent data by constructing tables and graphs (ACHGS021) (ACHGS028)
- represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (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:

Maps [M]

- recognise there are different types of maps
- use maps to identify direction, distance, simple grid references, distributions and patterns
- recognise and use cartographic conventions for maps including border, orientation, legend, title and scale
- construct simple large-scale maps to represent the location of places
- create simple sketch maps.

Fieldwork [F]

- develop geographical questions
- observe people and places to measure, collect and record geographical data and information
- conduct surveys or interviews.

Graphs and statistics [GS]

- interpret tables to gather geographical information or data
- construct tables to record geographical information or data
- interpret graphs and construct graphs to represent geographical information or data eg picture graphs, column/bar graphs
- interpret simple statistics to find patterns
- use tallies to record survey or interview results.

Spatial technologies [ST]

- use spatial technologies, such as Google Earth or global positioning systems (GPS) for geographical inquiry.

Visual representations [VR]

- use and interpret ground level photographs, aerial photographs and satellite images
- interpret or create geographical videos, illustrations, diagrams or websites
- use digital tools to organise, present or communicate geographical information, including the findings of geographical inquiries.

Places are Similar and Different

Outcomes

A student:

- describes characteristics and features of places and the ways people, places and environments interact **GE2-1**
- examines views of people about management of places and environments **GE2-2**
- uses geographical tools and skills to process and communicate geographical information **GE2-3**

Topic description

This topic examines the similarities and differences between places within and outside Australia. Students explore representations of Australia and learn about its neighbouring countries. They define different climate and settlement types and use this information to imagine what it would be like to live in a different place. Students explore how peoples' feelings are the basis for actions to protect special places and environments.

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 feelings about places influence their views about the protection of places?

Geographical concepts, skills and tools


The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 2 are listed in the *Overview of teaching and learning*.

Content

The representation of Australia as states and territories, and Australia's major natural and human features (ACHGK014)












The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)

Students:

- name and locate Australia's states, territories, major cities and regional centres in NSW **[M]**
- examine how Aboriginal and Torres Strait Islander Peoples identify Country/Place **[M]** 
- describe the major natural features of Australia eg deserts, rivers, mountains **[M]** **[VR]** **[ST]**






The location of Australia’s neighbouring countries and their diverse characteristics (ACHGK016)

Students:

- locate Australia’s neighbouring countries [M] 
- examine the characteristics of neighbouring countries eg climate, natural and human features [M] [VR]     
- compare the characteristics of ONE settlement in Australia with ONE settlement in a neighbouring country     






The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)

Students:

- discuss the differences between weather and climate [GS]  
- identify the hot, temperate and polar zones of the world [M] [VR] 
- identify and locate the main climatic types in Australia [M] [VR] 
- compare and contrast the climatic types of TWO countries [M] [GS] 














The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)

Students:

- define and classify different types of settlements eg suburbs, towns, regional centres and large cities [M] [VR]
- locate different types of settlements within NSW [M] [F]
- compare and contrast demographic characteristics of TWO places eg compare census data of Sydney with Broken Hill [GS]  
- compare and contrast the daily life of a person living in TWO different types of settlement   

The similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)

Students:

- identify protected places in Australia eg sacred sites, state forests, national parks, world heritage sites [M] [VR] [F]  
- describe how and why various groups may view these places differently      
- discuss how people’s feelings and perceptions of places influence the protection of these places     

The Earth's Environment

Outcomes

A student:

- describes characteristics and features of places and the ways people, places and environments interact **GE2-1**
- examines views of people about management of places and environments **GE2-2**
- uses geographical tools and skills to process and communicate geographical information **GE2-3**

Topic description

In this topic students explore the climate, natural vegetation and native animals of places in South America and Africa. They examine the importance of environments to animals and people and learn about the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place. Students identify natural resources provided by the environment, explore how they can be used sustainably and recognise that there are differing views on how sustainability can be achieved.

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?



Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 2 are listed in the *Overview of teaching and learning*.

Content

The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)

Students:

- identify the main types of natural vegetation eg forest, grassland, desert **[M]** **[VR]** 
- describe the relationship between climate and the location of natural vegetation types in Australia **[M]** **[F]** 
- explain the significance of vegetation to the functioning of the natural environment eg oxygen production, reduces impact of wind and water erosion, soil moisture retention and provision of animal habitats and shelter **[F]**

- assess the significance of vegetation to people eg provision of food, shelter, medicine and fuel, cooling of urban areas 🖐️🌱🌿🍷👨🏫

The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)

Students:

- discuss the different ways that people value environments 🖐️🌱
- explore how various perspectives influence environmental protection 🖐️🌱🌿🍷⚖️👨🏫👥🌟
- choose ONE Australian environment and
 - describe people’s connection to the environment eg aesthetic, spiritual, emotional
 - explain its importance as a habitat for native animals
 - discuss how this local environment is being protected 🖐️🌱🌿🍷⚖️👨🏫🇺🇸

The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents (ACHGK020)

Students:

- identify and locate the major countries of Africa and South America [M] [ST]
- choose TWO African countries and TWO South American countries and
 - compare and contrast their climate, natural vegetation and native animals with Australia’s [M] [GS] [ST] [VR] 🖥️👨🏫🌟

The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)

Students:

- identify natural resources provided by the environment eg water, food, raw materials, fibres, timber and metals ICT create [M] [GS] [VR]
- describe how different groups value resources 🖐️🌱
- propose ways in which resources can be used sustainably 🖐️🌱🌿🍷⚖️👨🏫👥🇺🇸

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)

Students:

- discuss how custodial responsibility influences Aboriginal and Torres Strait Islander Peoples’ use of resources 🖐️👨🏫

- describe how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place, including that of a local Country/Place or a different Country/Place within NSW 🖐️🌿⚙️💻🌐🎓⚡
- investigate how Aboriginal and Torres Strait Islander Peoples' knowledge and practices inform the sustainable use of resources eg rotational use of resources and harvesting 🖐️🌿⚙️🌐⚡

The sustainable management of waste from production and consumption (ACHGK025)

Students:

- examine how natural processes break down and recycle some wastes safely [F] [VR]
- identify wastes that cannot be naturally recycled [F] [GS] [VR]
- research how these wastes can be managed and recycled sustainably 🌿⚙️⚖️💻🎓👥🌏

Content for Stage 3



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Stage 3 Topics

Factors that Shape Places

A Diverse and Connected World

Overview of teaching and learning

Content including knowledge and understanding, concepts, skills and tools should be taught in an integrated way to provide meaningful learning experiences for students.

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 from the continents of North America, Europe and Asia.
- **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 over time; the effect of natural hazards 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; how the world's cultural diversity is represented locally; 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 environmental management approaches in Australia, past and present, and globally.
- **Change:** *explaining geographical phenomena by investigating how they have developed over time* eg changes to environmental and human characteristics of places over time.

The following Geographical 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 and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034) (ACHGS041)

Processing geographical information

- evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035) (ACHGS042)
- represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036) (ACHGS043)
- interpret geographical data and other 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, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies 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:

Maps [M]

- use and interpret different types of maps to identify direction, distance, area and grid references, spatial distributions and patterns eg relief maps, topographic maps, political maps, flow-line maps, choropleth maps
- recognise and use cartographic conventions for maps including border, orientation, legend, title, scale and source
- construct large-scale and small-scale maps to represent the location of places
- create sketch maps.

Fieldwork [F]

- develop geographical questions and plan a geographical inquiry
- use and evaluate primary and secondary sources
- collect geographical data and information using ethical protocols and fieldwork methods such as observation, measuring and recording data including the use of surveys and interviews.

Graphs and statistics [GS]

- interpret tables to gather geographical information and data

- construct tables to record or present geographical information and data
- interpret graphs and construct graphs to represent geographical information and data eg column/bar graphs, line graphs, climate graphs
- interpret multiple graphs presented on a geographical theme
- analyse statistics to find patterns
- design and use tallies to record survey or interview results.

Spatial technologies [ST]

- use spatial technologies, such as Google Earth, global positioning systems (GPS) or geographic information systems (GIS) for geographical inquiry.

Visual representations [VR]

- recognise, use and interpret ground level photographs, aerial photographs and satellite images
- interpret or create geographical photographs, videos, illustrations, flow diagrams, annotated diagrams or websites
- use digital tools to organise, present and communicate geographical information, including the findings of geographical inquiries.

Factors that Shape Places

Outcomes

A student:

- explains interactions, and global connections, between people, places and environments **GE3-1**
- investigates influences on management of places and environments **GE3-2**
- uses geographical tools to acquire and process geographical information **GE3-3**
- uses written, oral or graphic forms to communicate geographical information **GE3-4**

Topic description

This topic explores the interconnections between people, places and environments. Students investigate how people influence the environmental characteristics of Australian, European and North American places. They also explore how environmental characteristics influence the human characteristics of places. Students examine the influence people have on the human characteristics of places, including how people organise spaces. Students explore the impact hazards have on Australian people, places and environments and discuss people's responses.

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 or floods on people and places be reduced?

Geographical concepts, skills and tools



The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 3 are listed in the *Overview of teaching and learning*.

Content

The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)

Students:

- locate the major countries of Europe and North America in relation to Australia [M]  
- choose at least TWO countries from Europe and TWO countries from North America and

- investigate how people have influenced each country’s environmental characteristics over time eg landscapes, landforms, soils, vegetation, water resources, mineral resources, built environment, cultures 🌿 ⚙️ ⚖️ 🌐 ⚙️
- choose at least ONE Australian place and
 - investigate how people, including Aboriginal and Torres Strait Islander Peoples, have influenced its environmental characteristics over time eg landscape, landforms, soils, vegetation, water resources, mineral resources, built environment, culture 🙌 🌿 ⚙️ ⚖️ ⚙️

The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)

Students:

- examine the influence governments, groups and individuals have on the use of space within a local place eg government regulations, private enterprise use of a commercial space, an individual’s use of a local park for a party [M] [F] 📄 🏢 🇺🇸 ⭐
- investigate a local planning issue, explore TWO stakeholders involved, discuss why they might have different views about it and develop a response to it [M] ⚖️ 📄 🇺🇸 ⭐

The influence of the environment on the human characteristics of a place (ACHGK028)

Students:

- explain how climates influence where people live in Australia and ONE other country [M] [VR] 🌿 ⚙️ 🌐 📄 ⚙️
- choose at least ONE landform, from either country, and examine how it influences local activities and the way people live [M] [VR] 🌿 ⚙️ 📄 ⚙️ ⭐

The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)

Students:

- Choose either bushfires OR floods and
 - explain the location, frequency and severity of recent events in Australia [M] 🏠
 - investigate ONE recent event, identify how the local community prepared for it, describe the extent of the damage and explain its consequences 🌿 ⚙️ 📄 🧑 🇺🇸 ⭐
 - explain how the principles of prevention, mitigation and preparedness can minimise the harmful effects of this type of disaster ⚙️ 📄 📄 🧑 🇺🇸

A Diverse and Connected World

Outcomes

A student:

- explains interactions, and global connections, between people, places and environments **GE3-1**
- investigates influences on management of places and environments **GE3-2**
- uses geographical tools to acquire and process geographical information **GE3-3**
- uses written, oral or graphic forms to communicate geographical information **GE3-4**

Topic description

This topic explores a global view of geography, focusing particularly on the concepts of place through locating major countries in the Asia region and the interconnections Australia has with other countries and events throughout the world. Students learn about global cultures, the indigenous peoples of other countries and the diversity of peoples globally. Students will explore and reflect upon cultural similarities, differences and the importance of intercultural understanding.

Key inquiry questions

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

Geographical concepts, skills and tools



The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 3 are listed in the *Overview of teaching and learning*.

Content

The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)

Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)






Students:

- locate the major sub-divisions of Asia including Central Asia, Eastern Asia, Southern Asia, South-Eastern Asia and Western Asia and their countries in relation to Australia's location [M]  
- investigate differences in the economic, demographic and social characteristics between a country from the Asia region and at least ONE other country from across the world, eg

population size and density, life expectancy, housing, education, employment, per capita income, energy consumption [GS]      

The world's cultural diversity, including that of its indigenous peoples (ACHGK033)









Students:

- choose at least TWO different cultural groups, including at least ONE indigenous cultural group and
 - examine the culture of each group eg customs, habits, beliefs, social organisation and way of life [GS]     

The various connections Australia has with other countries and how these connections change people and places (ACHGK035)



Significant events that connect people and places throughout the world (ACHGK034)

Students:

- describe the connections Australia has with other countries eg trade, migration, tourism, defence, aid [GS]      
- explain the impact of at least ONE connection on Australia and another country
- examine ONE recent significant event and its local, regional and global effect on people and places eg cultural or sporting event, natural disaster, human-induced catastrophe
- discuss Australia's response to the significant event  

The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)

Students:

- identify factors that influence people's perceptions of places eg media, culture, age, education, personal experiences, proximity to places  

Content for Stage 4



consult

Stage 4 Topics [100 hours minimum teaching time]

Water in the World

Place and Liveability

Landforms and Landscapes

Changing Nations

All students must undertake fieldwork in Stage 4. Virtual fieldwork can be undertaken if appropriate.

Overview of teaching and learning

Content including knowledge and understanding, concepts, skills and tools should be taught in an integrated way to provide meaningful learning experiences for students.

The following Geographical Concepts are to be integrated throughout Stage 4:

- **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 neighbourhood, town, country or continent as well as less tangible places such as a community, the Country, Nation or Place of indigenous peoples and places of special significance to individuals.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage spaces that we live in* eg the changing global pattern of megacities; the trends and consequences of urbanisation; spatial distributions of precipitation.
- **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; perceptions of the liveability of places; availability of water resources; 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 peoples' use of water affecting its quality and availability as a resource; consequences of migration patterns on the country of origin and destination.

- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg management of geographical challenges at a variety of scales from local to global; responses and actions undertaken by governments, organisations and individuals.
- **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, landscapes and urban places; the need to manage environments for a long term future; sustainable management solutions.
- **Change:** *explaining geographical phenomena by investigating how they have developed over time* eg changes to resources, landscapes and urban places over time through natural and human geographical processes and events; trends in migration patterns and management strategies.

The following Geographical 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 and secondary sources (ACHGS048) (ACHGS056)
- evaluate sources for their reliability and usefulness (ACHGS049) (ACHGS057)

Processing geographical information

- represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) (ACHGS057)
- represent the spatial distribution of different types of geographical phenomena by constructing appropriate 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:

Maps [M]

- use cartographic conventions for maps including border, orientation, legend, title, scale and source
- use and interpret topographic maps to identify direction, scale and distance, area and grid references, altitude, area, contour lines, gradient, local relief
- use and interpret different types of maps to analyse geographical information data eg relief maps, topographic maps, political maps, flow-line maps, choropleth maps, isoline maps, cartograms, synoptic charts
- construct appropriate maps at different scales
- create sketch maps and précis maps.

Fieldwork [F]

- develop geographically significant questions and plan an inquiry
- use primary and secondary sources and evaluate their reliability and usefulness
- collect geographical data and information using ethical protocols and fieldwork methods such as observation, measuring and recording data including the use of surveys and interviews and instruments such as weather instruments, vegetation identification charts, compasses, GPS or GIS where appropriate.

Graphs and statistics [GS]

- interpret tables to gather geographical information and data
- organise and tabulate data
- interpret graphs and construct graphs to represent geographical information and data eg pie graphs, column graphs, bar graphs, compound column graphs, line graphs, climate graphs and population pyramids
- interpret multiple tables and graphs presented on a geographical theme
- analyse statistics to find patterns and trends
- make mathematical calculations based on graphs and statistical data.

Spatial technologies [ST]

- use spatial technologies including Google Earth, global positioning systems (GPS) and geographic information systems (GIS) to conduct geographical inquiry or communicate geographical information.

Visual representations [VR]

- recognise, use and interpret ground level photographs, aerial photographs, oblique photographs and satellite images
- interpret or create geographical photographs, videos, illustrations, field sketches, diagrams, flow charts, annotated, cartoons, websites
- use appropriate digital tools to organise, present and communicate geographical information, including the findings of geographical inquiries, for a particular audience.

Water in the World

Outcomes

A student:

- locates and outlines the features of a range of places and environments **GE4-1**
- describes processes and influences that form and transform places and environments **GE4-2**
- explains interactions between people, places and environments **GE4-3**
- accounts for perspectives of people and organisations on a range of geographical issues **GE4-4**
- discusses management of places and environments for their future sustainability **GE4-5**
- applies geographical tools to acquire and process geographical information **GE4-7**
- selects and uses written, oral and/or graphic forms to communicate geographical information **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8*

Topic description

In this topic students examine water as an environmental resource, its forms and uses, perceptions of its value and interconnections with people, places and environments. They use examples and case studies from Australia, Asia and North Africa to explore variations in the availability of water, issues of water scarcity and the need for sustainable water management. Students also investigate the processes that shape the environment including a hydrological or atmospheric hazard.

Key inquiry questions

- What effect does the uneven distribution of resources have on the lives of people?
- What approaches can be used to improve the availability of resources?
- How do environmental and human processes affect environments?
- What are the consequences of changes to environments and how can these changes be managed?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 4 are listed in the *Overview of teaching and learning*.

Content

The classification of environmental resources and the forms that water takes as a resource (ACHGK037)

Students:

- describe types of environmental resources: renewable, non-renewable, continuous 🎓
- classify water as a renewable, non-renewable or continuous resource ⚙️
- examine the distribution of global water resources [M] [GS] [VR] 🎓 📊
- explore the availability of fresh water resources [M] [GS] [VR] 📖 🎓 📊
- investigate current and potential sources of fresh water for human use: groundwater, soil moisture (green water); surface water (blue water); waste water (grey water); salt water; ice; water vapour [GS] [VR] 📖 🎓

The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)

Students:

- describe how water is used eg by households, communities, recreation, industry, agriculture ⚙️ 🏠
- discuss how perceptions of the value of water vary between different groups of people and places 🙌 ⚙️ ⚖️ 🎓 🏠 ⚙️
- explain the economic value of water using examples from at least TWO countries [M] [GS] [VR] ⚙️ 🎓 📊
- investigate the cultural, spiritual and aesthetic value of water to communities, including an Aboriginal and Torres Strait Islander community and an Asian community or place [M] [VR] 🙌 🎓 ⚖️ 📖 🌐 ⚙️
- explain how the value of water is recognised and protected using examples from Australia, Asia and one other continent eg World Heritage listing, National parks [M] [F] [VR] 🎓 🌱 🎓

The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)

Students:

- describe the processes of the water cycle [VR] 🎓
- explain how water movement through the environment connects places [M] [F] [VR]
- examine factors that influence water availability: latitude, altitude, ocean currents, distance from the sea, geology, topography and climate change [M] [F] [VR] 📖 🎓 📊
- assess the environmental, economic and social effects of water movement as it connects places [F] [VR] ⚙️ 📖

The quantity and variability of Australia's water resources compared with those of other continents (ACHGK039)

Students:

- distinguish between weather and climate ⚙️

- examine seasonal variations in precipitation across Australia [M] [GS] 🎓 📊
- compare and contrast the availability of Australia’s water resources with those of other continents [M] [GS] [VR] 📊
- explain the importance of precipitation to the availability of fresh water resources [M] [GS] 🎓
- investigate the predicted impact of climate change on future water resources in Australia and ONE other country [M] [GS] [ST] [VR] 🌐 ⚙️ 📊

The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)

Students:

- describe the nature and causes of water scarcity across a range of scales [M] [GS] 📊 🎓 📊 ⚙️
- investigate at least ONE issue that reduces the availability and accessibility of freshwater eg dam building projects, political disputes, conflicting uses, water degradation [M] [GS] [VR] 📊 🎓
- examine the advantages and disadvantages of a variety of strategies used in Australia, West Asia and/or North Africa to overcome water scarcity [M] [VR] 🌱 ⚙️ 🌐 🎓 📊
- investigate the role of governments, non-government organisations (NGOs), individuals and communities in managing water resources to address issues of water scarcity [GS] [VR] ⚙️ ⚖️ 📊 🎓 📊 ⚙️

The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)

Students:

- define and classify examples of atmospheric and hydrological hazards eg floods, droughts, bushfires, storms or tropical cyclones ⚙️ 🎓
- compare and contrast the global spatial distribution of atmospheric and hydrological hazards [M]
- differentiate between a hazard and a disaster [VR] 🎓 📊
- explain the effect of atmospheric and hydrological hazards on people, places and environments and how they are responded to [M] [GS] [VR] ⚙️ 📊 🌐 🎓 📊
- investigate ONE recent atmospheric OR hydrological hazard event and
 - describe the spatial distribution of the hazard [M]
 - describe the geographical processes that caused the hazard event [VR] 📊
 - analyse the economic, social and environmental impact of the hazard event on people and places [GS] ⚙️ ⚖️ 📊
 - assess the responses of individuals, groups and government to the effect of the hazard event 🌐 🎓
 - evaluate planning and management strategies that aim to reduce the future impact of similar hazard events ⚙️
 - predict the potential impact of climate change on the occurrence, frequency and extent of this type of hazard [GS] ⚙️ 📊

Place and Liveability

Outcomes

A student:

- describes processes and influences that form and transform places and environments **GE4-2**
- explains interactions between people, places and environments **GE4-3**
- accounts for perspectives of people and organisations on a range of geographical issues **GE4-4**
- discusses management of places and environments for their future sustainability **GE4-5**
- describes reasons for differences in human wellbeing **GE4-6**
- applies geographical tools to acquire and process geographical information **GE4-7**
- selects and uses written, oral and/or graphic forms to communicate geographical information **GE4-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-4, GELS-5, GELS-6, GELS-7, GELS-8*

Topic description

Throughout this topic students investigate features of places that support and enhance the quality of peoples' lives such as the provision of services and facilities, environmental quality and perceptions of safety, community and social connectedness. The study of different places in Australia and Europe enhances student understanding of liveability as a personal construct influenced by factors such as cultural identity, lifestyle choice, stage of life, disability, population density and economic status. Students assess the liveability of places and propose strategies to enhance liveability through planning.

Key inquiry questions

- How does people's reliance on places influence their perceptions of them?
- What effect does the uneven distribution of services have on the lives of people?
- What approaches can be used to improve access to services?
- How do the interconnections between places, people and environments affect the lives of people?










Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 4 are listed in the *Overview of teaching and learning*.

Content






The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)

Students:

- identify factors that influence peoples' perceptions of liveability including those of Aboriginal and Torres Strait Islander Peoples eg age, life-stage, lifestyle choices, disability, culture, economic status [VR]     
- develop a personal set of liveability criteria and
 - apply it to a local place
 - explain why it may be different to other people's criteria [M] [GS] [VR]    












The influence of environmental quality on the liveability of places (ACHGK045)

Students:

- examine characteristics of the environment that affect the liveability of places eg open spaces, pollution, traffic volumes, visual aesthetics of urban areas
- investigate factors that reduce the environmental quality of ONE place in Australia and ONE place in Asia, Africa or South America eg population size and density, poverty, crime, pollution, land degradation, conflict [M] [GS] [VR]   
- determine the influence environmental quality has on the liveability of these two places [M] [GS]  

The influence of accessibility to services and facilities on the liveability of places (ACHGK044)

Students:

- identify the services and facilities considered important to the liveability of places eg availability of housing, water and sanitation infrastructure, transportation networks, education and health care services, environmental quality, personal and public safety, recreational and cultural facilities [VR]    
- examine how access to services and facilities varies between urban, rural and remote places in Australia including Aboriginal and Torres Strait Islander communities [M] [GS] [ST] [VR]    
- explain how limited access to services and facilities has an impact on the liveability of at least ONE place in Australia and ONE place in Asia, Africa or South America [M] [GS] [ST] [VR]   

The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)

Students:

- examine the importance of community identity and social connectedness to different groups of people eg local communities, Aboriginal and Torres Strait Islander Peoples, migrant groups, people with disabilities, the aged or young people 🗑️📱
- identify characteristics of ONE place in Australia and ONE place in Asia, Africa or South America that contribute to community identity and social connectedness [VR] 🗑️📱
- explain how crime and safety can impact peoples' perceptions of the liveability of a place 🗑️📱

The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

Students:

- examine how the liveability of places can be measured and assessed [GS] [VR] 🗑️📱📊
- examine strategies used to enhance the liveability of ONE place in Australia and ONE place in Asia, Africa or South America eg integrated transport systems, water and sanitation systems, affordable housing, clean energy, public spaces, green infrastructure, social/cultural events, youth programs, urban renewal [M] [GS] [VR] [ST] 🗑️📱📊🌱🗑️📱
- assess the role of national and international governments, non-government organisations, communities and individuals in enhancing the liveability of places [M] [GS] [VR] 🗑️📱📊
- develop a proposal to improve one aspect of the liveability of ONE place in Australia OR ONE place in Asia, Africa or South America [M] [VR] 🗑️📱📊🗑️

Landforms and Landscapes

Outcomes

A student:

- locates and outlines the features of a range of places and environments **GE4-1**
- describes processes and influences that form and transform places and environments **GE4-2**
- explains interactions between people, places and environments **GE4-3**
- accounts for perspectives of people and organisations on a range of geographical issues **GE4-4**
- discusses management of places and environments for their future sustainability **GE4-5**
- applies geographical tools to acquire and process geographical information **GE4-7**
- selects and uses written, oral and/or graphic forms to communicate geographical information **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8*

Topic description

In this topic students explore landscapes and their landforms using examples from Australia and throughout the world. They explain processes that shape individual landforms and the values and meanings placed on landscapes and landforms by diverse cultures. Students examine issues of land degradation and ways to protect landscapes. Students also investigate a natural hazard associated with landscapes and peoples' responses to that hazard.

Key inquiry questions

- How does people's reliance on environments influence their perceptions of them?
- How do environmental and human processes affect the characteristics of environments?
- What are the consequences of changes to environments and how can these changes be managed?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 4 are listed in the *Overview of teaching and learning*.

Content

The different types of landscapes and their distinctive landform features (ACHGK048)

The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)

Students:

- classify and describe different types of landscapes and landforms [M] [GS] [VR]
- investigate at least ONE landscape and
 - identify examples of its distinctive landform features [M] [F] [VR]
 - explain the geomorphic processes that create the landforms including weathering, erosion, deposition and tectonic activity (folding, faulting, volcanism) [F] [VR] 🖥️ 🎓

The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)

Students:

- explain how the aesthetic value of landscapes and landforms may influence the culture and identity of communities [M] [F] [VR] 🖐️ 🗣️ ⚖️ 🖥️ 🌐 🎓 🏠
- explore the cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples and other indigenous peoples 🖐️ 🗣️ ⚖️ 🖥️ 🌐 🎓 🏠
- analyse the significance of landscapes and landforms to tourism, literature, art or film [M] [GS] [VR] 🖐️ 🖥️ 🎓 📊

The human causes and effects of landscape degradation (ACHGK051)

Students:

- identify the ways people, including Aboriginal and Torres Strait Islander Peoples, utilise and change landscapes [VR] 🖐️ 🗣️ 🖥️ 🌐 🎓 🏠
- outline the impact of a range of human activities on landscapes in Australia and at least ONE other country [M] [GS] [VR] 🖐️ ⚙️ 🖥️ 🎓
- investigate ONE case study of a land degradation issue and
 - identify the spatial distribution of the land degradation issue [M]
 - describe the processes that have led to the land degradation [F] [VR]
 - analyse the impact land degradation has had on the landscape [F] [GS] [VR] 🖥️ 🎓 📊

The ways of protecting significant landscapes (ACHGK052)

Students:

- discuss why landscapes need protection 🖐️ 🌱 🎓 ⭐

- examine how perceptions of the economic, aesthetic, cultural, spiritual and environmental value of landscapes influence attitudes to landscape protection and how these perceptions change over time 🖐️🌐🌱⚙️🌍🎓⚡
- describe the nature and extent of protection provided for landscapes at different scales eg world heritage listing, national parks and reserves, conservation zones, locally protected landscapes and landforms [M] [GS] [VR] 🏛️🎓📊
- identify the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of different landscapes in Australia [M] [GS] [VR] 🖐️💻🌐🎓
- investigate the protection of ONE landscape in Australia
 - describe the threats impacting the landscape [M] [F] [GS] [VR] ⚙️💻🎓
 - evaluate the success of strategies in protecting the landscape [M] [F] [GS] [VR] ⚙️💻🎓📊⚡
 - propose and justify an alternative management strategy [M] [VR] ⚙️💻🎓

The causes, impacts and responses to a geomorphological hazard (ACHGK053)

Students:

- identify types of geomorphological hazards eg volcanic eruptions, earthquakes, tsunamis, landslides and avalanches
- investigate at least ONE recent geomorphological hazard event and
 - describe the spatial distribution of the hazard event [M]
 - describe the geographical processes that caused the hazard [VR] 💻🎓
 - analyse the environmental, social and economic impact of the hazard on people and places [M] [GS] [VR] 🖐️💻🎓📊
 - assess responses of individuals, groups and government to the impact of the hazard event 🖐️🌐🎓
 - evaluate planning and management strategies that aim to reduce the future impact of similar hazard event [ST] [VR] 🖐️🌱💻🎓🌐⚡
- assess the role of technology in monitoring and predicting geomorphological hazards [ST] ⚙️💻

Changing Nations

Outcomes

A student:

- describes processes and influences that form and transform places and environments **GE4-2**
- explains interactions between people, places and environments **GE4-3**
- accounts for perspectives of people and organisations on a range of geographical issues **GE4-4**
- discusses management of places and environments for their future sustainability **GE4-5**
- describes reasons for differences in human wellbeing **GE4-6**
- applies geographical tools to acquire and process geographical information **GE4-7**
- selects and uses written, oral and/or graphic forms to communicate geographical information **GE4-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-4, GELS-5, GELS-6, GELS-7, GELS-8*

Topic description

This topic allows students to 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 environmental, economic and social consequences of population movements in Australia, Asia and the United States of America. Students examine issues related to the management, and future, of Australia's urban areas and plans to create liveable and sustainable urban places.

Key inquiry questions

- What effect does the uneven distribution of resources and services have on the lives of people?
- How do human processes affect the characteristics of places?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and how can these changes be managed?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 4 are listed in the *Overview of teaching and learning*.

Content

The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)

Students:

- outline the causes of urbanisation including natural population growth, migration, push/pull factors [M] [F] [GS] [VR] ⚙️📺🎓📱
- examine the economic, social and environmental consequences of urbanisation in different regions of the world [M] [F] [GS] [VR] 🌐📺🎓⚙️
- investigate urbanisation in at least ONE country from the Asia region and
 - identify the patterns of urbanisation and spatial distribution of large cities in the selected country [M] [GS] 🌐🎓📱
 - describe the causes of urbanisation in the selected country ⚙️🌐
 - explain the economic, social and environmental consequences of urbanisation in the selected country [GS] [VR] 🌐⚙️📺🌐🎓📱
 - explore strategies used in other countries to manage the challenges of urbanisation [M] [VR] 🌱⚙️📺🎓
 - propose and justify a response to ONE of the challenges of urbanisation in the selected country 🌐📺⚙️📱🌐🎓

The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)








Students:

- compare the large urban areas of Australia with those in the United States of America eg location, population size, spatial distribution, boundary divisions and major landform features [M] [GS] [ST] [VR] 📺📱⚙️
- explain the factors influencing patterns of urban concentration in Australia and the United States of America eg cultural histories, political decisions, transportation networks, trade and port developments, climate and topography, land use patterns or perceptions of liveability [M] [GS] [VR] 🙌📺🎓
- investigate the consequences of urban concentrations on the characteristics, liveability and sustainability of urban and rural places in Australia and the United States of America [M] [GS] [ST] ⚙️📺🎓📱⚙️

The reasons for and effects of internal migration in Australia (ACHGK056)














Students:

- analyse patterns and trends in internal migration within Australia [M] [GS] ⚙️📺
- explain reasons for temporary and permanent internal migration within Australia 📺🎓

- investigate the factors that influence Aboriginal and Torres Strait Islander Peoples' population mobility such as attachment to Country/Place [M]    
- discuss the effect of internal migration on Australia's population distribution [M] [GS] [VR]   
















The reasons for and effects of international migration in Australia (ACHGK058)

Students:

- explain the patterns of international migration to Australia [GS]   
- differentiate between the types of international migration    
- investigate where and why international migrants settle in Australia [M] [GS] [ST]   
- explore the changing cultural diversity of the Australian population over time [M] [GS] [VR]   


























The management and planning of Australia's urban future (ACHGK059)

Students:

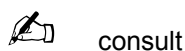
- describe current issues and potential challenges facing urban places in Australia
- examine projected growth rates for Australia's population
- discuss the implications of population forecasts for the future growth and sustainability of urban places [M] [GS]   
- investigate strategies used to create economically, socially and environmentally sustainable urban places in Australia [ST]     
- investigate ways of managing the projected growth of Australia's cities and regional centres [M] [GS] [VR]   
- propose ways for individuals and communities to contribute to a sustainable urban future [M] [GS] [VR]    

The reasons for and effects of internal migration in China (ACHGK057)

Students:

- identify patterns of internal migration in China [M] [GS] [VR]   
- analyse current trends in urbanisation including the growth of megacities [M] [GS] [VR]    
- describe characteristics and features of China that influence settlement patterns and contribute to an understanding of internal migration in China    
- explain interconnections between internal migration and urbanisation in China  
- examine economic, social and environmental consequences of China's internal migration on places of origin and destination [GS] [VR]      
- analyse strategies implemented to improve the liveability and sustainability of cities in China [GS] [VR]      

Content for Stage 5



Stage 5 Topics [100 hours minimum teaching time]

Biomes and Food Security

Interconnections

Environmental Change and Management

Human Wellbeing

All students must undertake fieldwork in Stage 5. Virtual fieldwork can be undertaken if appropriate.

Overview of teaching and learning

Content including knowledge and understanding, concepts, skills and tools should be taught in an integrated way to provide meaningful learning experiences for students.

The following Geographical Concepts are to be integrated throughout Stage 5:

- **Place:** *the significance of places and what they are like* eg factors influencing peoples' perceptions of places; the special significance place has to some people, the effect of global trade, tourism, transport, information and communication technologies have 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 location of biomes, the spatial distribution of global patterns of food, industrial materials and fibre production and levels of human wellbeing; conflicts arising from competing uses of space for agriculture, urban and industrial landuses and recreation.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg the significance of the various source, sink service and spiritual functions 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 how the human environment systems thinking framework examines the complex interconnections between people, places and environments.
- **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; spatial variations in human wellbeing 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 term and long term implications of environmental change on environments; the importance of sustainable practices to ensure the wellbeing of people; sustainable models of management.
- **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 effect of production and consumption of consumer goods on places and environments throughout the world.

The following Geographical 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 range of appropriate primary and secondary sources (ACHGS064) (ACHGS073)
- evaluate sources for their reliability, bias and usefulness (ACHGS065) (ACHGS074)

Processing geographical information

- represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams with and without the use of digital and spatial technologies (ACHGS065) (ACHGS074)
- represent the spatial distribution of geographical phenomena by constructing special purpose 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 points of view (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 the 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:

Maps [M]

- use cartographic conventions for maps including border, orientation, legend, title, scale and source
- use and interpret topographic maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area and density, contour lines, gradient, local relief
- use and interpret different types of maps to analyse geographical information data eg relief maps, topographic maps, political maps, choropleth maps, flow-line maps, cadastral maps, thematic maps, isoline maps, cartograms, synoptic charts
- construct appropriate maps at different scales
- construct a landuse map, a précis map, a transect and a cross-section
- construct a special-purpose map relevant to an inquiry or geographical issue.

Fieldwork [F]

- develop geographically significant questions and plan an inquiry
- use primary and secondary sources and evaluate their reliability, bias and usefulness
- collect geographical data and information using ethical protocols and fieldwork methods such as observation, measuring and recording data including the use of surveys and interviews and instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing where appropriate.

Graphs and statistics [GS]

- interpret complex tables to gather geographical information and data
- organise and tabulate data and assess its validity
- interpret graphs and construct graphs to represent geographical information and data eg pie graphs, column graphs, bar graphs, divided bar graphs, compound column and bar graphs, line graphs, scatter plots, climate graphs and population pyramids
- interpret multiple tables and graphs presented on a geographical theme
- analyse statistics to find patterns and trends
- recognise and account for change using statistical data
- make mathematical calculations based on graphs and statistical data.

Spatial technologies [ST]

- use spatial technologies including Google Earth, global positioning systems (GPS), geographic information systems (GIS) and remote sensing data and information to conduct

geographical inquiry and communicate geographical information.

Visual representations [VR]

- recognise, use and interpret ground level photographs, aerial photographs, oblique photographs and satellite images
- interpret or create geographical photographs, digital images, videos, illustrations, field and photo sketches, diagrams, annotated diagrams, flow charts, cartoons, mind maps, websites
- use appropriate digital tools to organise, present and communicate geographical information, including the findings of geographical inquiries, to suit audience and purpose.

Biomes and Food Security

Outcomes

A student:

- locates and describes the features of a range of places and environments **GE5-1**
- explains processes and influences that form and transform places and environments **GE5-2**
- analyses interactions between people, places and environments **GE5-3**
- evaluates management strategies for places and environments for their future sustainability **GE5-5**
- selects and applies appropriate geographical tools to acquire and process geographical information **GE5-7**
- selects and uses appropriate written, oral and graphic forms to communicate geographical information for a range of audiences **GE5-8**

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

Topic description

This topic investigates the physical features and productivity of biomes. Students examine the correlation between the world's climatic zones, spatial distributions of biomes and their capacity to support food and fibre production. Students analyse the impact humans have on biomes in an effort to increase crop 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 global food security management strategies are assessed.

Key inquiry questions

- What are the causes and consequences of change in environments and how can this change be managed?
- What are the future implications of changes to environments?
- Why are interconnections and interdependencies important for the future of environments?
- What management options exist for sustaining human and natural systems into the future?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 5 are listed in the *Overview of teaching and learning*.

Content

The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)

Students:

- outline the spatial distribution of the major biomes of Australia and the world [M] [VR] †
- describe the physical environment of each biome [GS]
- explain how climate influences the vegetation and soils that characterise biomes [GS] 🎓
- examine the influence of climate on biomass production in different biomes [GS]

The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)

Students:

- identify biomes that are used by people to produce food, industrial materials and fibres †
- examine how people alter the biophysical processes of biomes for production through practices such as vegetation clearance, terracing of slopes, drainage and irrigation [VR]
- compare differences in the environmental functions and services of the natural environment of a biome with an altered environment of an agricultural system †
- assess the environmental impacts of human alterations to biomes [M] [VR] 🌱 ⚙️

The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)

Students:

- examine environmental factors that influence crop yields eg temperature, precipitation, water availability, soils, landforms
- discuss the environmental constraints on agricultural production in Australia
- describe economic factors that influence crop yields in Australia and across the world eg commercialisation of agriculture, the global trade in food and fibre products and industrial materials [M] [GS] 🖥️
- examine the growth of large-scale industrialised agriculture in a globalised world ⚙️ 🎓
- explain how technological innovations and advancements can overcome limitations to crop yields in Australia and across the world eg high yielding crop varieties, irrigation practices, agrochemicals, precision agriculture [ST] 🖥️ 🎓

The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)

Students:

- explore trends in the demand on, and use of, land and fresh water resources for food production in Australia and other areas of the world over time [M] [GS] 🎓
- investigate the impact of land degradation on food production [M] [GS] [VR] 🖥️ 🎓
- describe how food production is affected by water scarcity challenges [VR] 📐 🎓
- discuss the impact on food production from competing landuses eg mining, urban settlements, production of crops for biofuels and livestock feed, recreation ⚙️ ⚖️ 🖥️
- assess the extent to which climate change affects current and future capacity for food production 🌱 ⚙️ 🎓

The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)

Students:

- analyse population growth rates and population projections for Australia and the world to determine the spatial distribution of regions that will have the greatest demands on future food resources [M] [GS]
- evaluate the capacity of the environments in these regions to sustainably feed their projected future population [GS] 🌱 ⚙️ 🖥️ 🎓
- explain the challenges to future food security eg poverty, food wastage, government policies, trade barriers, economic independence 🌱 ⚙️ 🎓
- investigate Australia's capacity to achieve its own food security and contribute to global food security 📐 🌱 ⚙️ 🖥️
- discuss the need for sustainable agriculture 🌱 ⚙️ 🎓
- assess strategies being used, in Australia and across the world, to achieve food security for the future 🖥️ 🎓

Interconnections

Outcomes

A student:

- explains processes and influences that form and transform places and environments **GE5-2**
- analyses interactions between people, places and environments **GE5-3**
- assesses perspectives of people and organisations on a range of geographical issues **GE5-4**
- evaluates management strategies for places and environments for their future sustainability **GE5-5**
- selects and applies appropriate geographical tools to acquire and process geographical information **GE5-7**
- selects and uses appropriate written, oral and graphic forms to communicate geographical information for a range of audiences **GE5-8**

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

Topic description

In this topic students focus on the connections people have to places all over the world. 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 and tourism, on places and environments in Australia and across the world and investigate future implications for the people and environments of these places.

Key inquiry questions

- What are the causes and consequences of change in places and how can this change be managed?
- What are the future implications of changes to places?
- Why are interconnections and interdependencies important for the future of places and environments?
- What management options exist for sustaining human systems into the future?









Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 5 are listed in the *Overview of teaching and learning*.

Content






The perceptions people have of place, and how this influences their connections to different places (ACHGK065)

Students:

- explain how perceptions of places differ depending on people’s culture, gender, age, disability, the locality, the time of the day [VR]     
- discuss how media influences the perception of places   
- analyse how peoples’ perceptions of place influences their use of and connection to places






The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)



Students:

- describe differences in peoples’ access to services across a range of scales in Australia and across the world [M] [GS]
- explain how and why access to information can vary for different groups of people across the world 
- examine the ways people connect with people in other places [VR]  
- discuss equity issues in peoples’ access to services, information and people in other places
- analyse how transport and information and communication technologies are increasing the access and connections people have to services, information and people in other places 

- evaluate the benefits transport and information and communication technologies have provided in connecting various groups of people to services, information and people in other places

The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)





Students:

- describe how buying and selling goods and/or services has changed over time
- investigate how and why places are connected through trade in goods and services across all scales [M] [GS] 
- explore the origins of everyday consumer goods and/or services
- examine some of the products and/or services that businesses in a town, city or rural area sell to other places [VR] 
- investigate ONE global market eg electronic consumer goods, fashion, sport, IT, tourism and
 - account for the changing patterns of production and consumption of the goods and/or services in that market [M]   

- discuss the benefits to the market brought about through the global interconnections of trade [M]  







The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)

Students:

- investigate the environmental impact consumer goods have on
 - places producing raw materials,
 - places making the goods; and
 - places dealing with wastes from the goods at the end of its life [M] [GS] [VR] 
- evaluate how places and environments, including a country from North-East Asia, have been affected by the production and consumption of goods
- research the sustainable production practices of at least ONE global business [VR] 
- analyse the responses of governments, businesses and individuals in addressing challenges arising from the production and consumption of goods for a sustainable future
- assess how globalisation and international trade have affected the global environment  

The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)

Students:

- account for changing patterns and trends in people’s recreational, cultural and/or leisure activities [GS] 
- analyse the impact of people’s recreational, cultural and/or leisure activities on the future of places 
- investigate the global growth of tourism and its likely effects on the future of places [GS] 
- research at least ONE place that is a popular tourist destination and
 - describe the main tourism activities in the place
 - explain the challenges arising from the tourism activities
 - evaluate the impact of tourism on the quality of the environment and the people living there [VR]  
 - propose ONE way to improve the sustainability of the tourist destination for the future 

Environmental Change and Management

Outcomes

A student:

- explains processes and influences that form and transform places and environments **GE5-2**
- analyses interactions between people, places and environments **GE5-3**
- assesses perspectives of people and organisations on a range of geographical issues **GE5-4**
- evaluates management strategies for places and environments for their future sustainability **GE5-5**
- selects and applies appropriate geographical tools to acquire and process geographical information **GE5-7**
- selects and uses appropriate written, oral and graphic forms to communicate geographical information for a range of audiences **GE5-8**

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

Topic description

This topic develops students' understanding of the functions of the environment and the scale of human-induced environmental change challenging sustainability. They explore various worldviews that influence approaches to environmental management. Students undertake a comparative study of an environmental change issue in a specific environment in Australia and another country, where they apply human environment systems thinking to identify the causes and consequences of environmental change. They examine strategies to manage environmental change and propose strategies to address the causes of the environmental change. Students discuss influences on government and community environmental management decisions.

Key inquiry questions

- What are the causes and consequences of change in environments and how can this change be managed?
- What are the future implications of changes to environments?
- Why are interconnections and interdependencies important for the future of environments?
- What management options exist for sustaining natural systems into the future?
- How do worldviews influence decisions on how to manage environmental change?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 5 are listed in the *Overview of teaching and learning*.

Content

The human-induced environmental changes that challenge sustainability (ACHGK070)

Students:

- explain the various source, sink, service and spiritual functions of the environment ✨ ⚙️
- analyse human-induced changes to the environment eg atmospheric pollution; habitat loss, declining biodiversity, land degradation, exploitation of coastal, marine and freshwater environments [GS] [VR] ✨ ⚙️
- assess the challenges that human-induced environmental changes pose for sustainability
- justify the protection of ecosystems for their value for humans and their importance for the sustainability of the future ✨ ⚙️ ⚖️ 🎓

The environmental worldviews of people and their implications for environmental management (ACHGK071)

Students:

- describe various environmental worldviews 🎓
- explain how environmental worldviews are influenced by people's differing perceptions of the world ✨ ⚙️ ⚖️ 🎓
- discuss how environmental worldviews produce differing attitudes about the causes of environmental challenges and approaches to environmental management ⚙️ 🎓
- examine an environmental challenge where competing environmental worldviews cause conflict ✨ ⚖️ 🖥️ 🌐 🎓

The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)

Students:

- describe how Aboriginal Peoples connection to Country, and Torres Strait Islander Peoples connection to Place, influences their approach to custodial responsibility and environmental management 🖐️ 🌐 🎓
- investigate examples from different regions of NSW and Australia, where the environmental management approaches of Aboriginal and Torres Strait Islander Peoples were and are models of sustainability ✨ ⚙️ 🖥️
- explain how Aboriginal and Torres Strait Islander Peoples' knowledge of the environment and approaches to custodial responsibility and environmental management can contribute to broader conservation practices ⚙️ 🎓

Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.

Students:

- undertake a comparative study of an environmental change issue occurring in a land, inland water, coast, marine or urban environment in Australia and ONE other country to investigate the following

The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)

Students:

- describe the nature of the environmental change in both countries [M] [F] 🎓
- examine a model of human-environment systems thinking eg the DPSIR model - Driving force, Pressure, State, Impact, Response [VR] ⚙️ 🎓
- apply human-environment systems thinking to analyse the causes and consequences of the environmental change 🌿 ⚙️
- assess the effect of the environmental change on the sustainability of the source, sink, service and spiritual functions of each environment

The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)

The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)

Students:

- discuss the differences between, and influences on, the strategies used to manage the environmental change in both countries 🌿 🌐 🖥️ ⚙️ 🌏
- propose and justify geographical management strategies for the environmental change that address the underlying as well as the immediate causes of the environmental change [M] [GS] [ST] [VR] 🌿 ⚙️ 🖥️ ⚙️
- examine competing environmental, economic and social criteria that governments and communities need to balance when making decisions on environmental management 🖥️ 🌏
- assess the extent to which sustainability can be achieved in the context of the environmental change in both countries 🌿 ⚙️ ⚙️

Human Wellbeing

Outcomes

A student:

- locates and describes the features of a range of places and environments **GE5-1**
- explains processes and influences that form and transform places and environments **GE5-2**
- analyses interactions between people, places and environments **GE5-3**
- evaluates management strategies for places and environments for their future sustainability **GE5-5**
- explains reasons for, and consequences of, differences in human-wellbeing and ways to improve human wellbeing **GE5-6**
- selects and applies appropriate geographical tools to acquire and process geographical information **GE5-7**
- selects and uses appropriate written, oral and graphic forms to communicate geographical information for a range of audiences **GE5-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, GELS-5, GELS-6, GELS-7, GELS-8*

Topic description

In this topic students examine the nature of, and differences in, human wellbeing and development that exist both within and between countries. They explore measures used to describe and account for spatial variations in levels of development between countries. 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 considered.

Key inquiry questions

- What are the causes and consequences of change in places and how can this change be managed?
- What is the future implication of change to places?
- Why are interconnections and interdependencies important for the future of places?
- How can the spatial variation between places be explained?
- What management options exist for managing social change?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout Stage 5 are listed in the *Overview of teaching and learning*.

Content

The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)

Students:

- examine the nature of human wellbeing and development
- compare and contrast how the nature of human wellbeing and development differs for a range of cultures including Aboriginal and Torres Strait Islander Peoples 🖐️🌐🎓
- assess objective and subjective ways of measuring human wellbeing and development
- compare trends in human wellbeing and development in countries over time [GS] 📊
- investigate global indicators, benchmarks or goals for human wellbeing 🎓

The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)

The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)

The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)




Students:








- describe spatial variations in human wellbeing and development across a range of countries
- propose reasons for spatial variations between human wellbeing and development between countries
- investigate economic, social, technological, political and environmental variations between countries 🌐🌐
- explain issues influencing the development of places
- analyse the impact of development on human wellbeing 🌐🎓
- Select at least ONE developing country or region in Africa, South America or the Pacific Islands and investigate how people's quality of life is affected by the country's
 - access to clean water
 - availability of adequate food supplies
 - availability of housing
 - access to sanitation
 - provision of health services 📺🎓🌐
- examine how human wellbeing is influenced by where people live, with reference to at least TWO different regions in a country of the Asia region 🎓🌐

The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)

Students:







- account for differences in human wellbeing for at least TWO groups of people within Australia eg migrants, unemployed people, the aged, young people, people with

disabilities, homeless people [GS]   


- analyse spatial differences in the wellbeing of the Aboriginal and Torres Strait Islander population across Australia [GS]    
 - investigate the extent to which differences in the wellbeing of the Aboriginal and Torres Strait Islander population across Australia depend on how wellbeing is measured
 - examine how human wellbeing is influenced by where people live, with reference to at least TWO different places in Australia   

The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)

Students:

- discuss the role of governments and non-government organisations in improving human wellbeing
- evaluate international or national government and non-government organisations' initiatives that aim to reduce inequalities in human wellbeing in Australia and ONE other country    
- propose and justify individual action to improve the wellbeing of ONE group at the local scale
- investigate ways to improve the wellbeing of remote Aboriginal and Torres Strait Islander communities, including ways proposed by the communities  

Years 7–10 Life Skills outcomes and content

 for your information

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*.

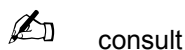
Before deciding that a student should undertake a course based on Life Skills outcomes and content, teachers first implement a range of adjustments to the teaching, learning and assessment activities of the Geography Years 7–10 curriculum. If the adjustments do not provide a student sufficient access to some or all 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. 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 and *Life Skills Years 7–10: Advice on Planning, Programming and Assessment* available on the BOSTES website.

Years 7–10 Life Skills Outcomes



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Table of objectives and outcomes

<p>Objectives Students:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the nature of geography across a range of scales • develop knowledge and understanding about the interactions between people, places and environments
<p>Life Skills outcomes A student:</p> <p>GELS-1 recognises features of places and environments</p> <p>GELS-2 demonstrates an understanding that places and environments change</p> <p>GELS-3 explores interactions between people, places and environments</p> <p>GELS-4 recognises perspectives of people and organisations on a range of geographical issues</p> <p>GELS-5 explores management of places and environments</p> <p>GELS-6 investigates differences in human wellbeing</p>
<p>Objective Students:</p> <ul style="list-style-type: none"> • develop skills to use geographical tools and undertake geographical inquiry
<p>Life Skills outcomes A student:</p> <p>GELS-7 uses a variety of strategies to locate, gather and select geographical information</p>
<p>Objective Students:</p> <ul style="list-style-type: none"> • develop skills to communicate geographical information in a range of forms
<p>Life Skills outcomes A student:</p> <p>GELS-8 uses a variety of strategies to organise and communicate geographical information</p>


Years 7–10 Life Skills and related syllabus outcomes

Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of the nature of geography across a range of scales develop knowledge and understanding about the interactions between people, places and environments 	
Life Skills outcomes A student:	Related Stage 4/5 outcomes A student:
GELS-1 recognises features of places and environments	GE4-1 locates and outlines the features of a range of places and environments GE5-1 locates and describes the features of a range of places and environments
GELS-2 demonstrates an understanding that places and environments change	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
GELS-3 explores interactions between people, places and environments	GE4-3 explains interactions between people, places and environments GE5-3 analyses interactions between people, places and environments
GELS-4 recognises perspectives of people and organisations on a range of geographical issues	GE4-4 accounts for perspectives of people and organisations on a range of geographical issues GE5-4 assesses perspectives of people and organisations on a range of geographical issues
GELS-5 explores management of places and environments	GE4-5 discusses management of places and environments for their future sustainability GE5-5 evaluates management strategies for places and environments for their future sustainability
GELS-6 investigates differences in human wellbeing	GE4-6 describes reasons for differences in human wellbeing GE5-6 explains reasons for, and consequences of, differences in human wellbeing and ways to improve human wellbeing


Objectives Students: <ul style="list-style-type: none"> select and apply appropriate geographical tools for geographical inquiry 	
Life Skills outcomes A student:	Related Stage 4/5 outcomes A student:
GELS-7 uses a variety of strategies to locate, gather and select geographical information	GE4-7 applies geographical tools to acquire and process geographical information GE5-7 selects and applies appropriate geographical tools to acquire and process geographical information

Objectives Students: <ul style="list-style-type: none"> develop skills to communicate geographical information 	
Life Skills outcomes A student:	Related Stage 4/5 outcomes A student:
GELS-8 uses a variety of strategies to organise and communicate geographical information	GE4-8 selects and uses written, oral and/or graphic forms to communicate geographical information GE5-8 selects and uses appropriate written, oral and graphic forms to communicate geographical information for a range of audiences

Years 7–10 Life Skills Content

 for your information

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.

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Life Skills Topics

Water in the World	Place and Liveability
Landforms and Landscapes	Changing Nations
Biomes and Food Security	Interconnections
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 Skills** presented in the *K–10 Geographical Skills Continuum*
- **Geographical Tools** presented in the *K–10 Geographical Tools Continuum*.

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.

Water in the World

Outcomes

A student:

- recognises features of places and environments **GELS-1**
- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions 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**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate geographical information **GELS-8**

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

Topic description

In this topic 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.

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?





Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in the *Overview of teaching and learning*.

Content







Water availability

Students:

- investigate sources of water in the world [M] 
- 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] [F]   
- 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   
- explore how environmental hazards impact access to fresh water eg drought, flood [M] [VR] 
- recognise that access to fresh water is limited [M] [VR]  

Water management

Students:

- examine reasons why water needs to be preserved 
- investigate strategies they use in their home to manage water eg turn off taps while brushing teeth, install water-saving shower head, build dams on property  
- investigate strategies 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 Dreamtime stories, water in Chinese gardens [VR] ✎ 🗎 🌐

Place and Liveability

Outcomes

A student:

- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions 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**
- investigates differences in human wellbeing **GELS-6**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate geographical information **GELS-8**

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

Topic description

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

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?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in the *Overview of teaching and learning*.

Content

Where I live

Students:

- identify positive and negative features of the local environment eg parks and trees, graffiti [F] [VR] **

People live in different places

Students:

- investigate various places people live eg towns, cities, shanty towns, villages, Country [M] [F] 🗍 🌐
- 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
- 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 [F] **
- communicate how culture influences where people live eg nomadic lifestyle, moving from place to place, moving to other countries 🌐 ✚
- investigate why people feel connected to a place eg spiritual, sensory, emotional [F] 🗍 👥

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 [F] 🌱 👥

Landforms and Landscapes

Outcomes

A student:

- recognises features of places and environments **GELS-1**
- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions 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**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate geographical information **GELS-8**

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

Topic description

During this topic students explore the features of landforms and landscapes using examples from Australia and throughout the world. They recognise how landforms and landscapes 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.

Key inquiry questions

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





Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in the *Overview of teaching and learning*.

Content









Features of landforms and landscapes

Students:

- share information about landforms and landscapes that they know
- research various landforms and landscapes [F] [VR] 
- identify iconic landforms and landscapes within Australia and around the world [VR] 
- recognise how landforms and landscapes are created by different forces of nature eg mountains created by volcanoes, rivers carved out by water, coastal headlands shaped by water and wind  



Value of landforms and landscapes for people

Students:

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





Human impact on landscapes

Students:

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

Geomorphological hazards

Students:

- identify different geomorphological hazards eg avalanches, bushfires, earthquake, volcanic eruptions, rock falls and landslides [VR]
- explore the impact of geomorphological hazards eg changes to the landscape, regeneration of bush vegetation, loss of home, loss of life  
- investigate ways in which people minimise the impact of future geomorphological hazards eg forest burn-offs, warning signs and systems, evacuation plans  

Changing Nations

Outcomes

A student:

- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions 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**
- investigates differences in human wellbeing **GELS-6**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate geographical information **GELS-8**

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

Topic description

This topic allows students to 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.

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?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in 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 🏠🏢
- 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 ⚙️🌏
- compare population change in cities eg Sydney in 1900 and 2014, 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 withdraw ⚙️

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 [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 natural environment in urban areas eg removal of trees, polluted creeks and waterways, altered landscape [F] 🌿
- investigate strategies used to improve the sustainability of urban areas for the future eg solar energy programs, improved public transport networks, increased housing density 🌿
🏢

Biomes and Food Security

Outcomes

A student:

- recognises features of places and environments **GELS-1**
- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions between people, places and environments **GELS-3**
- explores management of places and environments **GELS-5**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate 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

Topic description

In this topic 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 Australian and other countries. Students examine how a growing population affects global food security.

Key inquiry questions

- What are biomes?
- How are biomes used and altered?
- What are the factors affecting food production?
- Will the world be able to feed its future population?


Geographical concepts, skills and tools


The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in the *Overview of teaching and learning*.

Content

World biomes






Students:

- identify different types of biomes around the world eg deserts, grasslands [VR] 
- identify the location and distribution of biomes around the world [M] [VR]
- examine differences in the climate of biomes

- 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 [M] 
- investigate threats to biomes eg agriculture, mining, natural hazards, war, salinity, pollution, tourism, hunting, urbanisation  
- communicate the effect of threats on biomes eg reduced biodiversity, habitat destruction, extinction of vegetation and/or animals  






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   
- 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] 
- contrast 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  

Interconnections

Outcomes

A student:

- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions between people, places and environments **GELS-3**
- recognises the perspectives of people and organisations on a range of geographical issues **GELS-4**
- explores management of places and environments **GELS-5**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate 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

Topic description

In this topic 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.

Key inquiry questions

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

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in 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 birth place, family, culture, religion, sport 🎓
- 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 ★

Effect of interconnections

Students:

- investigate how peoples' 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
- research the effect of transport on environments eg altered landscapes, air pollution, habitat disruptions and/or destruction
- explore the effect of the trade on places eg job creation, increased product choice, greater competition between businesses, improved economies
- examine the effect of trade on environments eg creation of non-recyclable wastes, increased pollution levels, land degradation, depletion of natural resources

Environmental Change and Management

Outcomes

A student:

- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions 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**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate 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

Topic description

This topic develops students' 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.

Key inquiry questions

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

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in the *Overview of teaching and learning*.

Content

Human-induced environmental changes

Students:

- investigate changes to their local environment caused by people
- 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] ⚙️

Sustainability and management

Students:

- identify ways their local environment is managed eg fencing and signs, restricted parking, native vegetation 🌿 ⚙️
- 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 managed 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 ⚙️ 🗺️ ⚙️

Human Wellbeing

Outcomes

A student:

- recognises features of places and environments **GELS-1**
- demonstrates an understanding that places and environments change **GELS-2**
- explores interactions between people, places and environments **GELS-3**
- explores management of places and environments **GELS-5**
- investigates differences in human wellbeing **GELS-6**
- uses a variety of strategies to locate, gather and select geographical information **GELS-7**
- uses a variety of strategies to organise and communicate 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

Topic description

In this topic students examine the nature of, and differences in, human wellbeing in relation to self, within Australia and between two countries from the Asia region. They explore how the development of places may affect human wellbeing. Students investigate strategies to improve their own wellbeing and the wellbeing of others.

Key inquiry questions

- What is human wellbeing?
- Why does human wellbeing vary for people in different places?
- Does the development of a place affect human wellbeing?
- What is being done to improve human wellbeing?

Geographical concepts, skills and tools

The geographical concepts, skills and tools to be taught in an integrated way throughout this topic are referred to in 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 from the Asia region eg Japan and India 🇦🇺 🇯🇵 🌐 🗝️
- identify reasons for the differences in human wellbeing between the two countries eg access to services, fresh water, food, housing ⚙️ 🎓
- share ideas about the effect that the development of place has on human wellbeing 🌐

Improving human wellbeing

Students:

- 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 🇦🇺 🌐 🗝️

Continuum of Learning in Geography K–10

 for your information

Stage outcomes and stage statements illustrate the continuum of learning in the *Geography K–10 Syllabus*.

Stage outcomes

Continuum of learning in Geography K–10

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 gathers information about people and places and communicates some of the ways in which people interact with and care for places	GE1-1 examines features of places and the ways in which people interact with and care for places	GE2-1 describes characteristics and features of places and the ways people, places and environments interact	GE3-1 explains interactions, and global connections, between people, places and environments	GE4-1 locates and outlines the features of a range of places and environments	GE5-1 locates and describes the features of a range of places and environments
		GE2-2 examines views of people about management of places and environments	GE3-2 investigates influences on management of 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
				GE4-3 explains interactions between people, places and environments	GE5-3 analyses interactions between people, places and environments
				GE4-4 accounts for perspectives of people and organisations on a range of geographical issues	GE5-4 assesses perspectives of people and organisations on a range of geographical issues
				GE4-5 discusses management of places and environments for their future sustainability	GE5-5 evaluates management strategies for places and environments for their future sustainability
				GE4-6 describes reasons for differences in human wellbeing	GE5-6 explains reasons for, and consequences of, differences in human wellbeing and ways to improve human wellbeing
	GE1-2 uses geographical tools and skills to communicate geographical information	GE2-3 uses geographical tools and skills to process and communicate geographical information	GE3-3 uses geographical tools to acquire and process geographical information	GE4-7 applies geographical tools to acquire and process geographical information	GE5-7 selects and applies appropriate geographical tools to acquire and process geographical information
			GE3-4 uses written, oral or graphic forms to communicate geographical information	GE4-8 uses written, oral and/or graphic forms to communicate geographical information	GE5-8 selects and uses appropriate written, oral and graphic forms to communicate geographical information for a range of audiences

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:

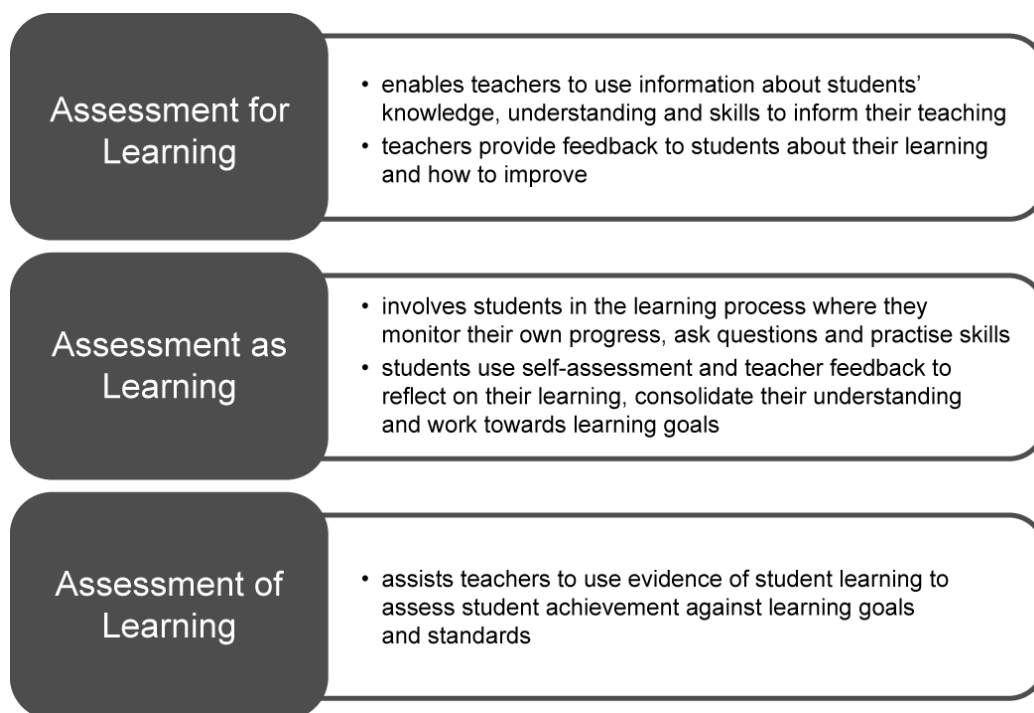
- outcomes and content in syllabuses showing what is to be learned
- stage statements that summarise student achievement
- samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a stage.

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 in *Geography Years K–10: Advice on Programming and*

Assessment. This support document 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:

- 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
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

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 Geography support materials, student diversity advice materials and *Life Skills Years 7–10: Advice on Planning, Programming and Assessment* available on the BOSTES website.

Reporting

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

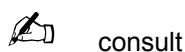
Teachers use assessment evidence to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a year or 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



consult

Absolute location	Location measured by the coordinates of latitude and longitude.
Aerial photograph	Can be oblique (taken at an angle) or vertical (taken from straight above the ground); the former is easier for young students to interpret.
Anomalies	An anomaly (or outlier in mathematics) is a data value that appears to stand out from the other members of the data set by being unusually high or low. The most effective way of identifying anomalies in a data set is to graph the data. In geographical data, classified by place, anomalies will identify places that do not fit a general pattern, which make them of particular interest to study.
Attachment to place	People’s emotional feelings about and identification with places, which can contribute to their personal wellbeing and sense of identity.
Biodiversity	The variety of living organisms and the ecosystems they form. Biodiversity has direct value as consumable or useful commodities, indirect value through the provision of ecosystem services, and intrinsic value independent of its utility to humans.
Biomass	The total mass of living organic matter in a particular area.
Biome	A major terrestrial vegetation community, for example, a tropical forest, a temperate grassland or a desert. Similar biomes, but with different species of plants and animals, are found around the world in similar climatic zones.
Biophysical processes	Interconnected sequences of cause-and-effect relationships, for example, the water cycle, the geomorphic processes of weathering, erosion, transportation and deposition, soil-forming processes, land degradation, fluvial processes and nutrient cycling.
Blue water	Fresh water in rivers, lakes and dams.
Change	The concept of change involves both time and space. Geographical phenomena are constantly changing, and can often be best understood by investigating how they have developed over time periods ranging from a few years to thousands of years. This is important in helping students to understand what is happening around them and to see their world as dynamic.
Characteristics of places	The geographical characteristics of places include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape. Some characteristics are tangible, for example, rivers and buildings. Others are intangible, for example, scenic quality and socioeconomic status.
Choropleth map	A map that shows values for whole areal units, for example, a map of population density or the percentage of households with an internet connection by local government area.
Climate	The average types of weather, including seasonal variations, experienced by a place over a long period of time. For example, some climates are hot

	and wet all year (Singapore), some have hot, wet summers and warm, dry winters (Darwin), and some have warm, dry summers and cool, wet winters (Adelaide and Perth). Climates can be classified into distinctive types, such as equatorial, tropical, temperate, Mediterranean, semi-arid and arid. These types are found in similar locations around the world.
Climate graph	A graph showing average monthly temperature (by a line) and rainfall (by columns) for a location.
Climatic zones	Refers to areas of the Earth that have similar temperatures. The major zones are hot, temperate and polar and are roughly 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. For example, Adelaide and Sydney are on almost the same line of latitude but, while Adelaide has a Mediterranean climate with very dry summers and moderately wet winters, Sydney has a temperate climate with wet summers and drier but not dry winters.
Comparative analysis	The method of comparative place analysis may be used to identify the effects of factors, for example, climate, relative location, technology, culture and government, through comparisons of places that are similar in all but one or two key variables.
Country/Place	A 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 A 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.
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.
Data	Information that is directly recorded; it can be quantitative or qualitative.
Development	Economic, social and political changes that improve the wellbeing of people.
Digital mapping tools	Software programs that draw maps.
Digital terrain models	A digital model of the land surface in which vegetation, buildings and other objects have been removed.
Ecosystem services	Services provided by ecosystems that support life without requiring human action or payment, for example, climatic stability, hydrological regulation, nutrient cycling, pollination, pest control, soil formation and protection from ultraviolet radiation.
Ecosystem-based management	Management based on improving the health of the ecosystem producing commodities rather than on maximising the production of individual commodities, for example, by increasing biodiversity, restoring hydrological systems, protecting marine breeding areas or rebuilding soil

	structure and fertility.
Environment	The term ‘environment’, where unqualified, means the living and non-living elements of the Earth’s surface and atmosphere. It includes human changes to the Earth’s surface, for example, croplands, planted forests, buildings and roads.
Environmental functions	These are the functions of the environment that support human life and economic activity. The first of these functions is the production of raw materials from the natural resources of soil, water, forests, minerals and marine life (the Earth’s ‘source’ function). The second is the safe absorption (through breakdown, recycling or storage) of the wastes and pollution produced by production and human life (the Earth’s ‘sink’ function). The third is the provision of the environmental or ecosystem services that support life without requiring human action, for example, climatic stability, biodiversity, ecosystem integrity and protection from ultraviolet radiation (the Earth’s ‘service’ function). The fourth is the intrinsic recreational, psychological, aesthetic and spiritual value of environments (the Earth’s ‘spiritual’ function).
Environmental quality	The characteristics of the local environment that affect human physical and mental health and quality of life, for example, the extent of air and water pollution, noise, access to open space, traffic volumes, and the visual effects of buildings and roads.
Environmental resources	Environmental resources can be classified as renewable, non-renewable and continuous. Renewable environmental resources are those which are or can be renewed within a relatively short time, for example, water through the water cycle, and plants, animals and marine life through reproduction. However, overuse of a renewable resource can lead to its disappearance, as with the overexploitation of a fishery or the over-extraction of groundwater. Non-renewable environmental resources are those that cannot be renewed, for example, minerals. Soils that have been degraded can only be renewed over long timescales. Continuous environmental resources are those, such as solar or wind energy, whose availability is unaffected by their use by humans.
Environmental worldview	A person’s view of the relationship between humans and nature. These range from human-centred, in which humans are separate from nature, and any environmental problems can be solved by technology, to earth-centred, in which humans are a part of and dependent on nature and have to work with nature.
Ethical protocols	Involves the application of fundamental ethical principles when undertaking research and collecting information from primary and secondary sources, for example, confidentiality, informed consent, citation and integrity of data.
Export industries	Industries which sell a service to customers who come from other places to obtain the service, as in tourism and the education of students from overseas. Both industries bring income into a place.

Features	The visible elements of a place or landscape, classified as natural, managed and constructed. This term is used in early primary, but is later replaced by the term ‘characteristics’, which includes both the visible and invisible elements of a place.
Fieldwork	Fieldwork is any activity involving the observation and recording of information outside the classroom. It could be within the school grounds, around neighbouring areas, or in more distant locations.
Geographic information system (GIS)	A geographic information system (GIS) is a system for storing, managing, analysing and portraying spatial data. It has been described as a combination of database management, cartography and statistical analysis.
Geographical concentration	The advantages people and businesses gain from clustering together, for example, greater access to information, greater variety of goods and services, better transport and communication services, and more varied employment opportunities. These advantages help to explain the continuing growth of cities.
Geographical inquiry methodologies	The process of gathering information from primary and secondary sources as part of the geographical inquiry process. Geographical inquiry methodologies involve the skills needed to formulate questions and initiating, planning and implementing an inquiry relevant to a geographical issue, process or phenomenon.
Geographical processes	The physical and human forces that work in combination to form and transform the world, for example, erosion, the water cycle, migration or urbanisation. Geographical processes can operate within and between places.
Geographical significance	Why a question is worth investigating.
Geomorphic hazards	Geomorphic hazards are those originating from the lithosphere, including volcanic eruptions, earthquakes, tsunamis and mass movement (landslides or avalanches).
Geomorphic landscape	A geomorphic landscape is an area defined by a distinctive set of landforms produced by a distinctive set of geomorphic processes, for example, a riverine, arid or coastal landscape.
Green water	Water available for plant growth as soil moisture. Almost all of the world’s natural vegetation, and most of its agriculture, depend on soil moisture.
Hazards	When the forces of nature combine to become destructive and have potential to damage the environment and endanger communities.
Housing density	The number of dwellings per hectare. The data required to calculate this measure can be obtained from Australian Bureau of Statistics 2011 Census Quick-Stats and Community Profiles.

Human wellbeing	The quality of life of a population. This can be measured by objective indicators, for example, life expectancy, educational attainment and income, or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.
Human-environment systems thinking	Systems thinking is a method of analysing the complex interactions between the environment and people that is able to integrate environmental with attitudinal, demographic, social, economic, technological and political factors. Systems thinking seeks to understand the whole rather than its parts, and see patterns of change over time rather than just as a snapshot in time. The Driving force–pressures–state–impact response (DPSIR) model used in the Australian State of the Environment report is an example of a human-environment system. The systems can be extended to include elements, for example, values and beliefs.
Immediate and underlying causes	The immediate causes of environmental change are biophysical processes such as vegetation clearance, cropping and urban development, while the underlying causes are influences such as population growth, government policies, market demand, economic growth, technology, values and attitudes. These causes can be combined in a human-environment system.
Interconnection	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. It is about the ways that geographical phenomena are connected to each other through environmental processes, the movement of people, flows of trade and investment, the purchase of goods and services, cultural influences, the exchange of ideas and information, political power and international agreements. Interconnections can be complex, reciprocal or interdependent, and have a strong influence on the characteristics of places. An understanding of the significance of interconnection leads to holistic thinking and helps students to see the various aspects of geography as connected rather than separate bodies of knowledge.
Internal migration	The movement of people from living in one defined area to living in another within a country, for example, movement from cities to non-metropolitan coastal locations, or between states and territories.
Inter-regional transfer of water	The transfer of water from one river basin to another, for example, the transfer of water from the Snowy River to the Murray and Murrumbidgee Rivers in the Snowy Mountains Scheme.
Isoline/isopleth map	A map of a geographical variable showing its spatial distribution by lines joining places with the same value, for example, a rainfall map.
Land and water degradation	Degradation of the health of land and water resources through human actions in ways that threaten their ability to maintain their environmental functions. Degradation includes salinity, accelerated soil erosion, soil fertility decline, soil acidification, the spread of weeds, loss of biodiversity and habitats, and water pollution.
Landform	The individual surface features of the Earth identified by their shape, for

	example, dunes, plateaus, canyons, beaches, plains, hills, rivers and valleys.
Landscape	A landscape is the visible appearance of an area, created by a combination of geological, geomorphological, biological and cultural layers that have evolved over time, and as perceived, portrayed and valued by people. A geomorphic landscape is the landscape without the biological and cultural layers.
Liveability	An assessment of what a place is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.
Local	The local area is defined as the area around the student’s home or school that can be explored in a few hours. The local level of scale refers to all areas of similar size.
Natural vegetation	The vegetation that has evolved in an area over time.
Net primary productivity (NPP)	Plant biomass gain measured in tonnes of carbon per hectare per year, as a product of the energy gained through photosynthesis minus the energy lost through respiration. It is an indicator of the natural agricultural productivity of an area, based on its climate.
Nutrient cycles	The recycling of plant nutrients like phosphorus and nitrogen, whether by natural means or human intervention.
Outline map	A map which only provides very basic information so that more detail can be added, for example, a map showing the borders of a country.
Pattern	A regularity in data portrayed in graphs or maps, for example, the decline in population density or rainfall in Australia with increasing distance from the coast.
Perception	In geography, perception is people’s subjective assessment of places and environments.
Place	Places play a fundamental role in human life. The world is made up of places, from those with largely natural features, for example, an area of rainforest, to those with largely constructed features, such as the centre of a large city. They are where we live and grow up. Our most common relationships are likely to be with people in the same place. The environmental and human qualities of places influence our lives and life opportunities. Places are sites of biodiversity; locations for economic activity; centres of decision –making and administration; sites for the transmission and exchange of knowledge and ideas; meeting places for social interaction, sources of identity, belonging and enjoyment; and areas of natural beauty and wonder. They are where major events occur, from natural disasters and financial crises to sporting events. Places can also be laboratories for the comparative study of the relationships between processes and phenomena, because the uniqueness of each place means

	that similar processes and influences can produce different outcomes in different places. The importance of Country/Place to Aboriginal and Torres Strait Islander Peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance.
Population pyramid/profile	A graph showing the age and sex composition of a population.
Prevention, mitigation and preparedness	Prevention and mitigation are actions taken in advance to decrease or eliminate the impact of a hazardous event on people, communities and the environment, by actions including, for example, lessening the hazard and reducing the vulnerability of a community. Preparedness refers to actions taken to create and maintain the capacity of communities to respond to, and recover from, natural disasters, through measures like planning, community education, information management, communications and warning systems.
Primary sources	Sources that are unprocessed, original materials collected by the student, for example, field notes from observations, measurements taken from experiments, or responses received from a survey or questionnaire.
Qualitative methods	Explanatory and interpretive methods, for example, participant observation, focus group discussion or interviews, which are used to gather qualitative data (information that can only be described, such as people’s perceptions of environmental quality).
Quantitative methods	Statistical and other methods used to analyse quantitative data (information that can be expressed in numbers, for example, crime rates for local government areas).
Region	A region is an area in which the various parts have something in common that distinguishes them from neighbouring regions. Regions can be divisions of a nation, for example, the Wheat belt of Western Australia, or larger than a nation, for example, Southeast Asia or a climatic zone. The latter are called ‘world regions’ in the curriculum.
Relative location	Location relative to other places, for example, the distance of a town from other towns. Relative location has a stronger influence on the human characteristics of places than absolute location, as demonstrated by the advantages of closeness to suppliers, finance, information and markets for businesses, and to education and employment opportunities for individuals.
Remote	Places distant from major population and economic centres.
Representation	Representing geographical information in a visual form, for example, a graph, map, image, field-sketch or a multilayered map.
Satellite image	Digital images captured by satellites above the Earth’s surface, for example, those combined in Google Earth. They can be processed to measure specific aspects of the land surface, for example, areas of water

	or cropland.
Scale	The concept of scale is used to analyse phenomena and look for explanations at different spatial levels, from the personal to the local, regional, national and global. Different factors can be involved in explaining phenomena at different scales, 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. Deciding on the appropriate scale for an inquiry is therefore important. Scale is also involved when geographers look for explanations or outcomes at different levels. Local events can have global outcomes, for example, the effects of local actions such as permanent vegetation removal on global climate. National and regional changes can also have local outcomes, as in the effects of economic policies on local economies. Scale, however, may be perceived differently by diverse groups of people and organisations, and can be used to elevate or diminish the significance of an issue, for example, by labelling it as local or global.
Scatter plots/scatter graphs	Graphs which plot the relationship between two variables, for example, population density and distance of a place from the centre of a city, or rainfall and height above sea level. The method can be used to identify anomalies for closer study.
Seasonal calendar	The classification of the weeks or months of the year into seasons. The standard classification is spring, summer, autumn and winter, but this is a temperate zone concept imported from Europe. In northern Australia, the seasons are commonly described as the wet and the dry but Aboriginal cultures have much more complex classifications, and these vary considerably from region to region across Australia because they are finely tuned to local climates and the changing availability of food and other resources.
Secondary sources	Sources of information that have been collected, processed, interpreted and published by others, for example, census data, newspaper articles, and images or information in a published report.
Settlement pattern	The spatial distribution of different types of human settlement, from isolated dwellings to villages and outstations, towns, regional centres and large cities. Smaller settlements typically form spatial patterns around larger settlements.
Social connectedness	A measure of the number and strength of people’s social relationships with other people. These relationships, or connections, may be with people in the same place, or in other places, and they can be face-to-face connections or electronic. The opposite of good social connections is social isolation, or loneliness.
Social justice	The concept that all people have the right to fair treatment and equal access to the benefits of society.
Space	The concept of space includes location, spatial distribution and the

	<p>organisation of space. Location plays an important role in determining the environmental characteristics of a place, the viability of an economic activity or the opportunities open to an individual, but the effects of location on human activities also depend on the infrastructure and technology that link places, and the way these are managed by businesses and governments.</p> <p>Spatial distribution, the second element in the concept of space, underlies much geographical study. The geographical characteristics of places have distributions across space that form patterns, and the analysis of these patterns contributes to an understanding of the causes of these characteristics and of the form they take in particular places. Spatial distributions also have significant environmental, economic, social and political consequences. Students learn to identify and evaluate these consequences and the policies that could be adopted to respond to them.</p> <p>The organisation of space concerns how it is perceived, structured, organised and managed by people and how this creates particular types of spaces. Early primary school students can investigate how the space within their classroom and their school grounds is organised for different purposes. Older students can investigate how urban planning organises the environment, creates commercial, industrial, residential and green spaces, and manages the flows of goods and people between spaces.</p>
Spatial association	Similarity in the spatial distributions of two or more phenomena. A spatial association suggests that there may be a relationship between the phenomena, which can then be explained through the operation of atmospheric, hydrologic, geomorphic, biological, socioeconomic or political processes.
Spatial distribution	The arrangement of particular phenomena or activities across the surface of the Earth.
Spatial technologies	Any software or hardware that interacts with real world locations. The use of spatial technologies forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial data.
Spatial variations	The difference or variation (in terms of population, population density, GDP, life expectancy) over an area of the Earth's surface.
Stewardship	One of the many worldviews that informs ways of achieving sustainability. When applied to the environment, stewardship is an ethical position that supports the careful management of environmental resources for the benefit of present and future generations. Stewards do not own resources; they only manage them.
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. As a concept in the curriculum it is used to frame questions,

	evaluate the findings of investigations, guide decisions and plan actions about environments, places and communities.
System	A group of interacting objects, materials or processes that form an integrated whole. Biophysical systems include humans and their activities and impacts.
Thematic map	Thematic maps portray a specific type of information, for example, rainfall, transport routes, climatic zones or population distribution.
Topographic map	Detailed, large-scale maps of part of the Earth’s surface which illustrate the shape of the land and selected natural and human features from the surrounding environment.
Trends	A pattern in change over time in a set of data.
Urban concentration	The percentage of the urban population of a country or region living in the largest city.
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 corridor	Strips of vegetation that connect larger but isolated vegetated areas. They enable the movement of animals and plants between places, reduce the ecological effects of habitat fragmentation and help protect biodiversity.
West Asia (Middle East)	The countries of Georgia, Armenia, Azerbaijan, Turkey, Cyprus, Lebanon, Syria, Israel, Palestine, Jordan, Egypt, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Iraq and Iran. Afghanistan is sometimes included in the region, or in Central Asia. ‘West Asia’ is also known as the ‘Middle East’.
World region	Biophysical, geographical, economic or political regions larger than a nation, for example, the Sahara Desert, Sub-Saharan Africa, the Global North and the Association of South-east Asian Nations (ASEAN).