

Australian Curriculum: Geography - Strands with Elaborations

PROGRESSION IS HIGHLIGHTED IN THE GEOGRAPHICAL INQUIRY AND SKILLS STRAND FOLLOWING DOCUMENT VIA **BOLDED TEXT**.

| General Capabilities | | | | | | | Cross-curriculum priorities | | |
|----------------------|----------|----------------|--------------------------------|--------------------------------|-----------------------|-----------------------------|--|---|----------------|
| Literacy | Numeracy | ICT capability | Critical and creative thinking | Personal and social capability | Ethical understanding | Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability |

Sourced from 'Geography across Foundation to Year 12'



Foundation to Year 2: Curriculum focus- Exploring local and more distant places

Young students are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the curriculum explores the geography of their lives and their own places. Students think about aspects of place, space and environment. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging, and an understanding that places should be cared for. While the local place should be the initial focus for learning, young students are also aware of and interested in more distant places and the curriculum provides opportunities to build on this curiosity.

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

Specific geographical skills introduced throughout the early years include observing and describing the features of places, drawing a map, using directional language, understanding distance and interviewing relatives.

Years 3-4: Curriculum focus - Investigating places and environments

In Years 3-4 students ask more complex geographical questions and contribute to their geographical inquiries and learning. They can provide reasons for what they think and justify their conclusions.

The curriculum focus shifts from exploration to more purposeful investigation. In these years, students learn to describe and compare the environmental and human characteristics of places in different locations at the local, regional and national scale. They reflect on how people feel about places and learn how the environment supports their life and the life of other living things. They examine different views on how to protect environments and how to use resources and manage waste sustainably.

Sustainability is also examined through a study of Aboriginal and Torres Strait Islander Peoples' custodial responsibility for their Country/Place. The development of a student's mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.

In their investigations, students collaborate to collect and record information, identify patterns and trends and draw conclusions, and communicate their findings using appropriate geographical vocabulary. Specific new geographical skills in Years 3-4 include the use of aerial photographs and satellite images, the construction of simple graphs and the interpretation of maps.

Years 5-6: Curriculum focus - Explaining places and investigating the world

In Years 5-6, students become more critical, analytical and evaluate in their thinking. They are increasingly aware of the wider community and are learning to take on individual and group responsibilities.

In these years, students are introduced to the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected. They examine how human action influences the environmental characteristics of places and how these characteristics influence the human characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. The scale of study in Year 6 shifts to the global with a study of the world's cultural, economic, demographic and social diversity. Students also study Australia's connections with other places, the effects of these interconnections and the factors that affect people's knowledge and opinions of other places. The development of a student's mental map of the world is extended through a study of the location of countries in continents of the northern hemisphere and countries of the Asia region.

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

STRANDS








The content of this level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills.








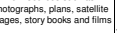






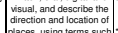


























These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

The two strands are integrated in the development of a teaching and learning program. The Geographical Knowledge and Understanding strand is developed level by level and provides the contexts through which particular skills are developed.




























Following the Foundation Level the Geographical Inquiry and Skills strand has common content descriptions for each two-year band of schooling, but with elaborations specific to each Level to support the changing content of the Geographical Knowledge and Understanding strand.



































| Year Level Indicators | Year level descriptions | Geographical Knowledge and Understanding | | | | | | | | | | | | | |
|-----------------------|---|---|--|--|---|---|--|--|---|---|--|--|--|---|--------------|
| | | Content Descriptor | | Elaborations | | Observing, questioning and planning | | Collecting, recording, evaluating and representing | | Interpreting, analysing and concluding | | Communicating | | Reflecting and responding | |
| | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations |
| Foundation | <p>Sourced from Year level descriptions</p> <p>ACARA AUSTRALIAN CURRICULUM, ASSOCIATED STANDARDS AND ASSESSMENT AUTHORITY</p> <p>People live in places</p> <p>'People live in places focuses on developing students' understanding of place. Students explore the place they live in and belong to, and learn to observe and describe its features. Learning about their own place and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. They start to explore their feelings about places by talking about their own special places, and what makes them special. The idea of location (a part of the concept of space) is introduced through drawing story-maps and creating models to show where places and features are located, and by learning about the globe as a representation of the Earth on which places can be located. The emphasis in Foundation is on the places in which students live, but they also start to investigate other places of similar size that are familiar to them or that they are curious about...'</p> <p>... Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use of photographs, digital resources and other representations of geographical data and the drawing of simple maps.</p> <p>The key inquiry questions for Foundation are articulated below.</p> <ul style="list-style-type: none"> * What are places like? * What makes a place special? * How can we look after the places we live in? | <p>The representation of the location of places and their features on maps and a globe</p> <p>(ACHGK001)</p> <p></p> | <p>* Creating story-maps or models to represent the location of the places and features they pass on their way to school</p> <p></p> <p>* Identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features, for example, by inscriptions on stone, stories, sand, bark and cave paintings, song, music and dance</p> <p>* Describing how the globe is a representation of the world and locating Australia and other places on a globe</p> <p></p> | <p>Make observations about familiar places and pose questions about them</p> <p>(ACHGS001)</p> <p></p> | <p>* Asking questions about what they observe in the local area</p> <p>* Using photographs, film, painting, dance or stories about a place to stimulate questions about what it is like and why</p> <p></p> | <p>Record geographical data and information collected by observation</p> <p>(ACHGS002)</p> <p></p> | <p>* Describing the features of a special or local place by using their senses, for example, sight, smell, hearing and touch, and recording these observations</p> <p></p> | <p>Draw conclusions based on discussions of observations</p> <p>(ACHGS004)</p> <p></p> | <p>* Contributing to informal and guided discussions relating to their observations and answering questions based on their observations and discussions</p> <p></p> | <p>Present information using everyday language to describe location and direction</p> <p>(ACHGS005)</p> <p></p> | <p>* Describing the direction and location (near and far, above and below, beside and opposite) of familiar places</p> <p>(ACHGS006)</p> <p></p> | <p>Reflect on their learning to suggest ways that they can look after a familiar place</p> <p>(ACHGS006)</p> <p></p> | <p>* Drawing pictures and describing the ways they care for places</p> <p></p> | <p>* Suggesting ways they could take care of important places in the school or local area, and outlining why this might be required</p> <p></p> | |
| | | <p>The places people live in and belong to, their familiar features and why they are important to people</p> <p>(ACHGK002)</p> <p></p> | <p>Identifying the places they live in and belong to, for example, a neighbourhood, suburb, town or rural locality</p> <p></p> <p>* Describing the features of their own place and places they are familiar with or they are aware of, for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television</p> <p></p> <p>* Discussing how places provide people with their basic needs, for example, water, food and shelter</p> <p></p> | <p>Represent the location of features of a familiar place on pictorial maps and models</p> <p>(ACHGS003)</p> <p></p> | <p>* Illustrating the location of their home in relation to school, the local shops or other features in their local area on pictorial maps or by making a model</p> <p>* Drawing story-maps to show the location of the features of places from class stories, poems or rhymes</p> <p></p> | <p>* Making a map to show how a bird would see a place (birds-eye view), using pictures or models of objects</p> <p></p> | | | | | | | | | |
| | | <p>The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them</p> <p>(ACHGK003)</p> <p></p> | <p>* Identifying and using the name of the local Aboriginal/Torres Strait Islander Language Group</p> <p></p> <p>* Identifying how and why the words Country/Place are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong</p> <p></p> | <p>Identifying places they consider to be 'special', for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance, and explaining why the place is special to them</p> <p>(ACHGK004)</p> <p></p> | <p>* Identifying places they consider to be 'special', for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance, and explaining why the place is special to them</p> <p></p> <p>* Describing the features of their special place based on what they see, hear, smell and feel</p> <p></p> <p>* Discussing different ways they could contribute to caring for their 'special places'</p> <p></p> | <p>By the end Foundation Year, 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 observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.</p> | | | | | | | | | |














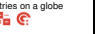



| Year Level Indicators | Year level descriptions These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. | Geographical Knowledge and Understanding | | Geographical Inquiry and Skills | | | | | | | | | |
|------------------------------|---|--|--|--|---|---|--|--|--|--|---|--|---|
| | | Content Descriptor | Elaborations | Observing, questioning and planning | | Collecting, recording, evaluating and representing | | Interpreting, analysing and concluding | | Communicating | | Reflecting and responding | |
| | | | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations |
| Year 1 | <p>Sourced from Year level descriptions</p>  <p>Places have distinctive features</p> <p>Places have distinctive features develops the concept of place through studies of what places are like and how their features have changed. Students learn that places can have natural, managed and constructed environmental features, and range from those that have largely natural features to those with largely managed or constructed features. This year continues to develop the idea of active citizenship as students are prompted to further consider how places can be cared for. The concept of environment is introduced, as students study the daily and seasonal weather patterns and natural features of their place and of other places, including how seasonal change is perceived by different cultures. The study of what places are like continues with an investigation of some of the important activities located in them, while an examination of where these activities are located, and why, starts students thinking about the concept of space. The idea that people can organise space is introduced by investigating how space within a familiar place, for example, the school or a classroom, can be arranged differently for different purposes...</p> <p>Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, digital resources, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 1 are articulated below.</p> <ul style="list-style-type: none"> * 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? | <p>The natural, managed and constructed features of places, their location, how they change and how they can be cared for</p> <p>(ACHGK005)</p>  | <ul style="list-style-type: none"> * Using observations to identify and describe the natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) of the local place, and locating them on a map * Recounting Aboriginal Dreaming stories and/or Legends of the Torres Strait that identify the natural features of a place * Using observations and/or photographs to identify changes in natural, managed and constructed features in their place, for example, recent erosion, revegetated areas, planted crops or new buildings. * Describing local features people look after, for example, bushland, wetland, park or a heritage building, and finding out why and how these features need to be cared for, and who provides this care | <p>Pose questions about familiar and unfamiliar places</p> <p>(ACHGS007)</p>  | <ul style="list-style-type: none"> * Posing questions with the stems 'where', 'what', 'how' and 'why' about the features of places * Posing questions about how and why things are arranged spatially, for example, the arrangement of a classroom or the school's buildings and playgrounds or the arrangement of shops around a main road | <p>Collect geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films</p> <p>(ACHGS008)</p>  | <ul style="list-style-type: none"> * Using geographical tools, for example, photographs taken from the air or a digital application such as Google Earth, to identify and describe a range of places from those with largely natural features to those with largely constructed features * Obtaining weather information for places from official sources, their own observations, or long-time residents, for example, local Elders | <p>Draw conclusions based on the interpretation of geographical information sorted into categories</p> <p>(ACHGS010)</p>  | <ul style="list-style-type: none"> * Categorising drawings or images of environmental features of the local place into natural, managed and constructed features * Using information from a range of sources, for example, fieldwork observations and representation of features and places in photographs, satellite images and rock art, to answer 'what', 'how' and 'why' questions | <p>Present findings in a range of communication forms, for example, stories, texts, painting, dance, song, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far</p> <p>(ACHGS011)</p>  | <ul style="list-style-type: none"> * Describing places using a range of forms, for example, stories, texts, painting, dance, song, maps, photographs or play * Explaining to a friend where their home is and the directions they take to get to school from home | <p>Reflect on their learning and suggest responses to their findings</p> <p>(ACHGS012)</p>  | <ul style="list-style-type: none"> * Discussing what they know and have learned with their teacher, other students and members of their family and community, about different places, why they need to be looked after, and how this could be achieved * Proposing possible actions that could be taken by the student to improve an important place such as the school grounds or local park |
| Level 1 Achievement Standard | | <p>By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.</p> <p>Students respond to questions about familiar and unfamiliar places by collecting and recording information and data from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.</p> | | | | | | | | | | | |

| Year Level Indicators | Year level descriptions These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. | Geographical Knowledge and Understanding | | Geographical Inquiry and Skills | | | | | | | | | |
|--|--|--|---|---|--|---|---|--|--|---|---|--|--|
| | | Content Descriptor | Elaborations | Observing, questioning and planning | | Collecting, recording, evaluating and representing | | Interpreting, analysing and concluding | | Communicating | | Reflecting and responding | |
| | | | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations |
| Level 2 The key inquiry questions for Year 2 are articulated below. * What is a place? * How are people connected to their place and other places? * What factors affect my connections to places? | Sourced from Year level descriptions  People are connected to many places | The location of the major geographical divisions of the world in relation to Australia (ACHGK009)  | * Using geographical tools, for example, a globe and world map, or digital applications such as Google Earth, to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres  * Describing the location of continents relative to Australia using terms such as north, south, opposite, near, far  | Pose questions about familiar and unfamiliar places (ACHGS013)  | * Posing questions using the stems 'what do I feel', 'what would it be like to', 'what effect'  * Developing questions about the connections they have to other places  | Collect geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS014)  | * Collecting information and exploring ideas about other places and people's connections to them  * Interviewing their grandparents or significant Elders to find out the places they visited when they were young  * Gathering information on how frequently people visit places and for what purpose  | Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016)  | * Sorting telecommunications technologies by time to draw conclusions about why connections between places have changed  * Making generalisations based on identified patterns and relationships, for example, marriage and family patterns related to Country/Place for Aboriginal and Torres Strait Islander Peoples  | 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 (ACHGS017)  | * Composing a story through art, dance or song about a place to which they are connected  * Writing or talking about their connection to places using appropriate directional and locational terms, including north and south  * Reporting the findings to show the influence of distance and accessibility on the use of places now and over at least one generation  | Reflect on their learning and suggest responses to their findings (ACHGS018)  | * Discussing with their teacher, other students and members of their family what they know and have learned about connections with other places, and explaining the significance of these connections  |
| | | 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)  | * Examining the names of features and places in the local area, and the meaning of these names and why they were chosen  * Investigating the names and meanings given to local features and places by the local Aboriginal and Torres Strait Islander Peoples  * Describing the hierarchy of places: from the personal scale of their home, the local scale of their suburb or town, the regional scale of their state, to the national scale of their country  | Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015)  | * Locating on an outline map the places they are connected to, or the places they visit for shopping, recreation or other reasons  * Developing a table to show the connections which students in the class have to different places  * Recording how frequently they visit places and for what purpose, and representing this information on a graph or table  * Developing a treasure map incorporating map symbols to show significant features and the route to the treasure  | The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)  | * Explaining that some people have special connections to many Countries through, for example, marriage, birth, residence and chosen or forced movement  * Discussing how some people are connected to one Country, for example, because it is 'mother's Country or father's Country'  * Describing the connections of the local Aboriginal or Torres Strait Islander Peoples with the land, sea, sky and animals of their place  | The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)  | * Examining the ways people are connected to other places through, for example, relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, and places of particular significance  * Discussing how their place may be connected to events that have happened in other places, for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia  | The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)  | * Investigating the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons  * Suggesting what their pattern of visits to places might have been two generations ago and comparing this to their current pattern  * Investigating how people's connections with places are affected by transport and information and telecommunications technologies  | | |
| | | By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people. | Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry. | | | | | | | | | | |
| | | Level 2 Achievement Standard  | | | | | | | | | | | |

| Year Level Indicators | Year level descriptions | Geographical Knowledge and Understanding | | | | | | | | | | | | | |
|-----------------------------|---|--|---|---|--|---|---|---|---|--|---|--|---|---|--|
| | | Geographical Knowledge and Understanding | | Geographical Inquiry and Skills | | | | Geographical Inquiry and Skills | | | | | | | |
| | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | | | | |
| <p>Level 3</p> <p>Acara</p> | <p>Sourced from Year level descriptions</p> <p>Places are both similar and different</p> <p>Places are both similar and different continues to develop students' understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia, including the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different place to their own, and then think about their own and others' feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. Students' mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia's neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the scale of the local place....'</p> <p>Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 3 are articulated below.</p> <p>* 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?</p> | <p>The representation of Australia as states and territories, and Australia's major natural and human characteristics</p> <p>(ACHGK014)</p> | <p>* Using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to locate the states and territories; major cities and regional centres in their own state</p> <p>* Identifying and describing the major natural features of Australia, for example, rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef</p> <p>* Collaborating in groups to develop geographical questions about the similarities and differences between places</p> | <p>Developing geographical questions to investigate</p> <p>(ACHGS019)</p> | <p>* Developing why there? questions about location; what might happen? questions about future consequences; and what might happen? or other questions about ethical behaviour</p> <p>* Collaborating in groups to develop geographical questions about the similarities and differences between places</p> | <p>Collect relevant geographical data and information, for example, by observing, interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet</p> <p>(ACHGS020)</p> | <p>* Using maps, aerial photography and satellite images or a digital application, for example, Google Earth, to identify, locate and describe different types of settlements</p> <p>* Interviewing people about their feelings and attachment to places</p> <p>* Acquiring geographical information from schools or in geographically contrasting parts of Australia and/or neighbouring countries</p> | <p>Interpret geographical maps and data to identify distributions and patterns and draw conclusions</p> <p>(ACHGS023)</p> | <p>* Developing appropriate conclusions from the patterns in the data, for example, from observations about the similarities and differences between places</p> <p>* Constructing tables or graphs to show the similarities and differences between places, and discuss possible reasons for them</p> <p>* Debating the reasons for the similarities and differences between places they have studied</p> | <p>Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual; and use geographical terminology</p> <p>(ACHGS024)</p> | <p>* Selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, photographs and pictures, as appropriate</p> <p>* Using geographical terminology when communicating with an audience, for example, about climate and settlement</p> <p>* Describing the location and direction from a local place in Australia to a local place in at least two neighbouring countries, for example, New Zealand and Indonesia, using a globe or wall map</p> | <p>Reflect on their learning to propose individual action in response to contemporary geographical challenge and identify the expected effects of the proposal</p> <p>(ACHGS025)</p> | <p>* Discussing what they know and have learned about the similarities and differences between places</p> <p>* Designing actions that people could take to protect and improve places that people perceive as important</p> <p>* Proposing possible actions that could promote awareness about the similarities and differences between particular places</p> | | |
| | | <p>The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia</p> <p>(ACHGK015)</p> | <p>* Using language maps to show how Australia was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Peoples</p> <p>* Discussing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country and Places of many individuals and Language Groups</p> <p>* Describing how the boundaries between Aboriginal Countries are quite different to the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented</p> | <p>Represent data by constructing tables and graphs</p> <p>(ACHGS021)</p> | <p>* Identifying different types of settlements and patterns of settlements, using geographical tools, for example, photographs and/or satellite images, Google Earth and/or Street view</p> <p>* Creating tables or picture and column graphs to show patterns in data collected from observations or other sources about the similarities and differences between places</p> | <p>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</p> <p>(ACHGS022)</p> | <p>* Making a plan of the classroom or home, using pictorial symbols</p> <p>* Annotating a map to show the natural and human features of Australia, using the appropriate cartographic conventions including map symbols, scale and north point</p> <p>* Constructing maps to show the features of places, using basic cartographic conventions including map symbols, scale and north point</p> | <p>The location of Australia's neighbouring countries and their diverse characteristics</p> <p>(ACHGK016)</p> | <p>* Using a globe to locate New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste and Indonesia, labelling them on a map, and identifying the direction of each country from Australia</p> <p>* Describing the similarities and differences between their local place and places in neighbouring countries in their natural and human characteristics</p> | <p>The main climates of the world and the similarities and differences between the climates of different places</p> <p>(ACHGK017)</p> | <p>* Discussing how weather contributes to a climate type</p> <p>* Identifying the hot, temperate and polar zones of the world and the difference between climate and weather</p> <p>* Identifying and locating examples of the main climatic types in Australia and the world, for example, equatorial, tropical arid, semi-arid, temperate, and Mediterranean</p> <p>* Investigating and comparing what it would be like to live in a place with a different climate to their own place</p> | <p>The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places</p> <p>(ACHGK018)</p> | <p>* Reading and viewing poems, songs, paintings and stories about people's feelings about and attachment to places to explore the factors that influence people's attachment to place</p> <p>* Discussing why it is important to protect places that have special significance for people, for example, a weftand, a sacred site, a national park or a World Heritage site</p> | <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there</p> <p>(ACHGK019)</p> | <p>* Exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, villages, towns, regional centres and large cities</p> <p>* Investigating the diversity of people who live in their place, using census data on age, birthplace, ancestry, language, religious affiliation, family composition or household composition, comparing them with the people in another place in Australia, and discussing their results</p> <p>* Discussing the similarities and differences in the types of work people do in their own place with a different type of place in Australia and a place in another country</p> <p>* Examining the similarities and differences between their daily lives and those of young people in a place outside Australia and discussing what it would be like to live in these places</p> |
| | | <p>By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places.</p> <p>They identify interconnections between people and places.</p> <p>They describe the location of selected countries and the distribution of features of places.</p> <p>Students recognise that people have different perceptions of places and how this influences views on the protection of places.</p> <p>Students pose simple geographical questions and collect information from different sources to answer these questions.</p> <p>They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point.</p> <p>They describe the location of places and their features using simple grid references and cardinal compass points.</p> <p>Students interpret geographical data to describe distributions and draw conclusions.</p> <p>They present findings using simple geographical terminology in a range of texts.</p> <p>They suggest action in response to a geographical challenge.</p> | | | | | | | | | | | | | |

| Year Level Indicators | Year level descriptions | Geographical Knowledge and Understanding | | | | | | | | | | Geographical Inquiry and Skills | | | | | |
|------------------------------|--|--|---|---|---|--|---|--|--|--|--|--|---|--------------------|--------------|--------------|--|
| | | Content Descriptor | | Elaborations | | Content Descriptor | | Elaborations | | Content Descriptor | | Elaborations | | Content Descriptor | | Elaborations | |
| | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | | |
| Level 4 | <p>Sourced from Year level descriptions</p>  <p>The Earth's environment sustains all life</p> <p>The Earth's environment sustains all life focuses on developing students' understanding of sustainability which is about the ongoing capacity of the environment to sustain human life and wellbeing. Students recognise that people have different views on how sustainability can be achieved. They learn that sustainability means more than the careful use of resources and the safe management of waste, and they develop their understanding of the concept by exploring some of the other functions of the environment that support their lives and the lives of other living things. They investigate the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place and their past and present views on the sustainable use of resources. Students' mental maps of the world and their understanding of place are further developed through learning the location of the major countries in South America and Africa and investigating their types of natural vegetation and native animals on those continents.</p> <p>The inquiry process provides opportunities to consider the sustainable use of environments and resources and to apply this information to develop a plan for appropriate action that people could take to improve environmental quality....</p> <p>Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, digital resources, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 4 are articulated below.</p> <p>* 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?</p> | <p>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</p> <p>(ACHGK020)</p>  | <p>* Using geographical tools, for example, a globe, a wall map or digital application such as Google Earth, to identify the major countries of Africa and South America and their relative locations</p> <p>* Using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America</p> <p>* Researching the main types of natural vegetation and native animals in a climate zone in Australia and comparing them with those found in a similar climate in Africa or South America</p> <p>* Brainstorming ways that data might be collected for an inquiry and choosing, with teacher guidance, the most effective method for a given investigation</p>  | <p>Develop geographical questions to investigate</p> <p>(ACHGS026)</p>  | <p>* Developing 'what could be done?' questions about alternatives and how do we know? questions about knowledge</p> <p>* Using contemporary issues reported in the media to initiate questions about the sustainable use of resources</p> <p>* Brainstorming ways that data might be collected for an inquiry and choosing, with teacher guidance, the most effective method for a given investigation</p>  | <p>Collect relevant geographical data and information, for example, by observing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet</p> <p>(ACHGS027)</p>  | <p>* Using Google Earth or similar applications to collect geographical information, for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea</p> <p>* Selecting and applying efficient methods of searching the internet for geographically relevant information about vegetation and animals</p> <p>* Annotating a map using appropriate cartographic conventions including map symbols, scale and north point to show places and their features, in Australia, and in selected countries of Africa and South America</p>  | <p>Interpret geographical maps and data to identify and describe distributions and patterns and draw conclusions</p> <p>(ACHGS030)</p>  | <p>* Using and interpreting relief maps in addition to other geographical data to discuss differences in students' conclusions about ways to protect environments, and reaching agreement about the best course of action to protect a particular environment in Australia, Africa or South America</p> <p>* Interpreting the data presented in picture, line, bar or column graphs, for example, information collected from a survey about waste produced in the school or their home</p>  | <p>Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology</p> <p>(ACHGS031)</p>  | <p>* Developing a persuasive audio-visual text to promote action on an environmental issue</p> <p>* Using geographical terms to explain the relationship between the environment and sustaining life</p> <p>* Describing the relative location of different features in a place by distance and compass direction, for example, from their home to the local waste management site</p>  | <p>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal</p> <p>(ACHGS032)</p>  | <p>* Explaining why it could be necessary to improve sustainability and propose a range of different actions that could be taken, for example, with reference to their home, community or school</p> <p>* Proposing possible actions that could be taken to promote awareness about how people can reduce their impact on the environment</p>  | | | | |
| | | <p>The types of natural vegetation and the significance of vegetation to the environment and to people</p> <p>(ACHGK021)</p>  | <p>* Identifying the main types of natural vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation</p> <p>* Exploring how vegetation produces the oxygen all land animals (including people) breathe; protects land from erosion by water or wind; retains rainfall; provides habitat for animals; shelters crops and livestock; provides shade for people; cools urban places; produces medicines, wood and fibre; and can make places appear more attractive</p>  | <p>* Representing data by constructing tables and graphs</p> <p>(ACHGS028)</p>  | <p>* Constructing tables and graphs identify the different types of vegetation occurring in Australia and selected countries of Africa and South America, for example, forest and grassland, using digital applications as appropriate</p>  | | | | | | | | | | | | |
| | | <p>The importance of environments to animals and people, and different views on how they can be protected</p> <p>(ACHGK022)</p>  | <p>* Explaining how people's connections with their environment can also be aesthetic, emotional and spiritual</p> <p>* Recognising that there are different perspectives on what constitutes environmental sustainability and considering the role of people in protecting the environments that provide habitats for animals and discussing ways of doing this</p> <p>* Exploring strategies to protect particular environments that provide the habitats for animals, for example, planting bird-attracting vegetation</p>  | <p>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</p> <p>(ACHGS029)</p>  | <p>* Annotating a map using appropriate cartographic conventions including map symbols, scale and north point to show places and their features, in Australia, and in selected countries of Africa and South America</p>  | | | | | | | | | | | | |
| | | <p>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</p> <p>(ACHGK023)</p>  | <p>* Recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was concentrated in the coastal and riverine areas of Australia</p> <p>* Investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place, for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the Kuku Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place</p> <p>* Investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (rotational use and harvesting of resources, mutton bird harvesting in Tasmania, and the collection of bush food from semi-arid rangelands)</p>  | <p>Identifying some of the resources produced by the environment and where they come from, for example, water, food, and raw materials, fibres, timber and metals that make the things people use</p> <p>(ACHGK024)</p>  | <p>* Identifying some of the resources produced by the environment and where they come from, for example, water, food, and raw materials, fibres, timber and metals that make the things people use</p>  | | | | | | | | | | | | |
| | | <p>The sustainable management of waste from production and consumption</p> <p>(ACHGK025)</p>  | <p>* Describing how natural processes can break down and recycle some wastes safely, for example, through composting or purifying water as it moves through the environment</p> <p>* Exploring different ways of managing wastes sustainably, and how these may include the principles of reduce, reuse, recycle and replace</p>  | <p>By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge.</p> <p>Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance. Students interpret data to identify spatial distributions and simple patterns 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.</p> | | | | | | | | | | | | | |
| Level 4 Achievement Standard | | | | | | | | | | | | | | | | | |






















| Year Level indicators | Year level descriptions | Geographical Knowledge and Understanding | | | | | | | | | | Geographical Inquiry and Skills | | | | | | | | | |
|-----------------------|--|--|--|---|--|--|---|---|---|---|--|---|--|--------------------|--------------|--------------------|--------------|--------------------|--------------|--------------|--|
| | | Content Descriptor | | Elaborations | | Content Descriptor | | Elaborations | | Content Descriptor | | Elaborations | | Content Descriptor | | Elaborations | | Content Descriptor | | Elaborations | |
| | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | | |
| Level 5 | <p>Sourced from Year level descriptions</p>  <p>Factors that shape the human and environmental characteristics of places</p> <p>Factors that shape the human and environmental characteristics of places continues to develop students' understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students' mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries.</p> <p>The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community...</p> <p>...Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.</p> <p>The key inquiry questions for Level 5 are articulated below.</p> <ul style="list-style-type: none"> * How do people and environments influence one another? * How do people influence the human characteristics of places and the management of spaces within them? * How can the impact of bushfires or floods on people and places be reduced? | <p>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 each continent</p> <p>(ACHGK026)</p>  | <p>* Using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to identify the relative location of the major countries of Europe and North America and their environmental characteristics</p>  <p>* Researching the changes made by people to a particular environment a country in Europe or North America</p>  | <p>Develop geographical questions to investigate and plan an inquiry</p> <p>(ACHGS033)</p>  | <p>* Developing a significant question about how human and environmental processes shape places</p>  <p>* Identifying the stages in a geographical inquiry and learning how to keep a class journal of each stage in planning an investigation of a local environmental or planning issue</p>  <p>* Using a range of methods, including digital technologies, to plan and conduct an information search about the impacts of and responses to bushfires</p>  | <p>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images and statistical sources and reports</p> <p>(ACHGS034)</p>  | <p>* Finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities</p>  <p>* Identifying the purpose and usefulness of information gained from primary and secondary sources</p>  <p>* Interviewing people, for example, Torres Strait Islander people about rising sea levels, or conflicting parties in a planning or environmental dispute, and summarising the points of view on the issue</p>  | <p>Interpret geographical maps, data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions</p> <p>(ACHGS037)</p> | <p>* Constructing climate graphs and using them to interpret and compare the climate of different places</p> <p>* Interpreting data presented in line, bar, column and pie graphs, for example, data about bushfires or floods or a local issue</p> | <p>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</p> <p>(ACHGS038)</p> | <p>* Presenting a report, supported by evidence, on an investigation into a local environmental or planning issue using geographical terms, for example, relative location, scale, climate, cultural diversity</p> | <p>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</p> <p>(ACHGS039)</p> | <p>* Assessing possible options as actions that people could take to enhance sustainability and fairness and reduce the effects of environmental change on the local community</p> | | | | | | | | |
| | | <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places</p> <p>(ACHGK027)</p>  | <p>Identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management</p>  <p>* Exploring the extent of change in the local environment over time, for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining</p>  | <p>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</p> <p>(ACHGS036)</p>  | <p>* Interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes, for example, a bushfire management plan mapping geographical data using spatial technologies, the location of recent bushfires in Australia, or information they have collected through fieldwork</p>  | | | | | | | | | | | | | | | | |
| | | <p>The influence of the environment on the human characteristics of a place</p> <p>(ACHGK028)</p>  | <p>* Comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia</p>  <p>* Investigating the influence of landforms, for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges, on the development of settlements that are involved in food and fibre production</p>  <p>* Examining the effects of landforms, for example, valleys, hills, natural harbours and rivers, on the location and characteristics of their place and other places they know</p>  | <p>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</p> <p>(ACHGS036)</p>  | <p>* Annotating a map to show places and their features in Australia and in selected countries of North America and Europe</p>  | | | | | | | | | | | | | | | | |
| | | <p>The influence people have on the human characteristics of places and the management of spaces within them</p> <p>(ACHGK029)</p>  | <p>* Examining how the use of the space within their local place is organised through zoning</p>  <p>* Investigating a current local planning issue, for example, redevelopment of a site, preservation of open space or subdivision of farming land, exploring why people have different views on the issue, and developing a class response to it</p>  | <p>* Mapping and explaining the location, frequency and severity of bushfires or flooding in Australia</p>  <p>* Explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities</p>  <p>* Researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding</p>  | <p>* Examining how the use of the space within their local place is organised through zoning</p>  | | | | | | | | | | | | | | | | |
| | | <p>The impact of bushfires or floods on environments and communities, and how people can respond</p> <p>(ACHGK030)</p>  | <p>* Mapping and explaining the location, frequency and severity of bushfires or flooding in Australia</p>  <p>* Explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities</p>  <p>* Researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding</p>  | <td> <p>By the end of Year 5, students explain the characteristics of places in different locations at the national scale.</p> <p>They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments.</p> <p>They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments.</p> <p>They identify alternative views on how to respond to a geographical challenge and propose a response.</p> <p>Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions.</p> <p>They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point.</p> <p>Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions.</p> <p>They present findings using geographical terminology in a range of communication forms.</p> <p>They propose action in response to a geographical challenge and identify the expected effects of their proposed action.</p> </td> | <p>By the end of Year 5, students explain the characteristics of places in different locations at the national scale.</p> <p>They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments.</p> <p>They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments.</p> <p>They identify alternative views on how to respond to a geographical challenge and propose a response.</p> <p>Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions.</p> <p>They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point.</p> <p>Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions.</p> <p>They present findings using geographical terminology in a range of communication forms.</p> <p>They propose action in response to a geographical challenge and identify the expected effects of their proposed action.</p> | | | | | | | | | | | | | | | | |

| Year Level Indicators | Year level descriptions These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. | Geographical Knowledge and Understanding | | Geographical Inquiry and Skills | | | | | | | | | |
|-----------------------|---|---|--|---|--|--|---|--|--|---|--|--|---|
| | | Content Descriptor | Elaborations | Observing, questioning and planning | | Collecting, recording, evaluating and representing | | Interpreting, analysing and concluding | | Communicating | | Reflecting and responding | |
| | | | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations |
| <p>Level 6</p> | <p>Sourced from Year level descriptions</p>  <p>A diverse and connected world</p> <p>A diverse and connected world takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia's connections with other countries and events in places throughout the world, and think about their own and other people's knowledge of other countries and places. Students' mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places.</p> <p>The inquiry process provides opportunities to gather and represent data, which should be used to inform decisions when planning and implementing action on significant global issues...</p> <p>Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.</p> <p>The key inquiry questions for Level 6 are articulated below.</p> <ul style="list-style-type: none"> * 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? | <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>(ACHGK031)</p>  | <ul style="list-style-type: none"> * Using geographical tools, for example, a globe wall map or digital application such as Google Earth to identify the geographical division of Asia into North-East, South-East, South Asia and West Asia (the Middle East) * Exploring the diversity of environments in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia * Investigating the differences in the population size, density, life expectancy and per capita income between countries across the world * Describing the location of places in countries of the Asia region in absolute terms using latitude and longitude | <p>Develop geographical questions to investigate and plan an inquiry</p> <p>(ACHGS040)</p>  | <ul style="list-style-type: none"> * Developing questions about the way connections affect places and people's perceptions of places * Planning an investigation to identify how significant events can connect places, for example, the Olympics or a tsunami * Using a range of methods including digital technologies to plan and conduct an information search about the geographical diversity of the countries of the Asia region | <p>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images and statistical sources and reports</p> <p>(ACHGS041)</p>  | <ul style="list-style-type: none"> * Finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities * Exchanging geographical information from schools in countries of the Asia region * Interviewing people, for example, on their knowledge and opinions of other places | <p>Interpret geographical maps, data and other information, using digital and spatial technologies as appropriate, to identify spatial distributions, patterns and trends, and infer relationships to draw conclusions</p> <p>(ACHGS044)</p>  | <ul style="list-style-type: none"> * Identifying and explaining spatial distributions and patterns, for example, a map of the per capita income of countries, including at least one country from the Asia region * Exploring cause-and-effect relationships, for example, between low income and poor health, using graphic organisers, concept maps and maps | <p>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</p> <p>(ACHGS045)</p>  | <ul style="list-style-type: none"> * Presenting a report, supported by evidence, on a significant event or national and global connections, and its impact on people and places * Writing a media report on the geographical significance of a current event using geographical terms, for example, relative location, scale, cultural diversity, inequality, interconnections | <p>Reflect on their learning to propose individual and collective action in response to a geographical challenge and describe the expected effects of their proposal on different groups of people</p> <p>(ACHGS046)</p>  | <ul style="list-style-type: none"> * Reflecting on what they have learned, and suggesting additional questions that could be investigated * Suggesting a course of action on a global issue that is significant to them |
| | | <p>Differences in the economic, demographic and social characteristics between countries across the world</p> <p>(ACHGK032)</p>  | <ul style="list-style-type: none"> * Researching the population size and density of a selection of countries around the world * Investigating the relationship between per capita income, health (as measured by life expectancy) and energy consumption in a selection of countries around the world, including at least one country from the Asia region | <p>Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams</p> <p>(ACHGS042)</p>  | <ul style="list-style-type: none"> * Developing a table to show the similarities and differences in official languages and religions across a number of countries | <p>Comparing maps of spatial distributions to identify relationships</p>  | | | | | | | |
| | | <p>The world's cultural diversity, including that of its indigenous peoples</p> <p>(ACHGK033)</p>  | <ul style="list-style-type: none"> * Identifying examples of indigenous peoples who live in different regions in the world and appreciating their differences, for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia * Investigating the similarities and differences in official languages and religions between Australia and selected countries of the Asia region and other parts of the world * Researching the proportions of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics | <p>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</p> <p>(ACHGS043)</p>  | <ul style="list-style-type: none"> * Developing a flow map to show the connections Australia has with other countries * Explaining how representing the round world on flat paper produces distortions in map * Developing a political map to show the location of Australia and a country of the Asia region * Comparing different map projections with the portrayal of countries on a globe * Creating small-scale maps to show connections between places | | | | | | | | |
| | | <p>Significant events that connect people and places throughout the world</p> <p>(ACHGK034)</p>  | <ul style="list-style-type: none"> * Investigating a significant event, for example, a severe earthquake or the Olympic Games, and examining its local, regional and global effects on people and places * Discussing the types of responses made by Australia to significant natural events throughout the world and the reasons for these responses | <p>Comparing different map projections with the portrayal of countries on a globe</p>  | <ul style="list-style-type: none"> * Creating small-scale maps to show connections between places | | | | | | | | |
| | | <p>The various connections Australia has with other countries and how these connections change people and places</p> <p>(ACHGK035)</p>  | <ul style="list-style-type: none"> * Researching connections between Australia and countries in the Asia region, for example, in terms of trade, migration, tourism, aid, education, defence or cultural influences; and explaining the effects of at least one of these connections on their own place and another place in Australia * Exploring the provision of Australian government or non-government aid to a country in the Asia region or elsewhere in the world and analysing its effects on places in that country | <p>Identifying factors that influence people's awareness and opinions of places, for example, the media, significant known events, proximity to places and personal relationships with places</p>  | <ul style="list-style-type: none"> * Identifying factors that influence people's awareness and opinions of places, for example, the media, significant known events, proximity to places and personal relationships with places * Explaining various generalisations and stereotypes about people and places and researching their accuracy  | | | | | | | | |

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries, in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

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, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. 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.

| Year Level Indicators | Year level descriptions | Geographical Inquiry and Skills | | | | | | | | | | | |
|--|--|---|--------------|--|--------------|--|--------------|---|--------------|---|--------------|--|--------------|
| | | Geographical Knowledge and Understanding | | Observing, questioning and planning | | Collecting, recording, evaluating and representing | | Interpreting, analysing and concluding | | Communicating | | Reflecting and responding | |
| | | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations | Content Descriptor | Elaborations |
| <p>Level 7</p> | <p>Year level descriptions</p> <p>These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p> <p>Source from Year level descriptions</p> <p>acara Australian Curriculum Framework for Geography</p> <p>There are two areas of study in the Level 7 curriculum for Geography:</p> <p>Water in the world and Place and liveability.</p> <p>Water in the world focuses on water as an example of a renewable environmental resource. This area of study examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</p> <p>Place and liveability focuses on the concept of place through an investigation of liveability. This area of study examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe...</p> <p>... Key inquiry questions</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs, digital resources and other representations of geographical data.</p> <p>The key inquiry questions for Level 7 are articulated below.</p> <p>* How do people's reliance on places and environments influence their perception of them? * What effect does the uneven distribution of resources and services have on the lives of people? * What approaches can be used to improve the availability of resources and access to services?</p> | <p>Area 1: Water in the world</p> <p>The classification of environmental resources and the forms that water takes as a resource</p> <p>(ACHGK037)</p> <p>* Classifying resources into renewable, non-renewable and continuous resources, and investigating examples of each type</p> <p>* Describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water) and a potential resource when it exists as salt water, ice or water vapour</p> | | <p>(ACHGS047)</p> <p>* Developing geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts</p> <p>* Developing questions to investigate patterns of spatial distribution of rainfall in Australia</p> <p>* Using a range of methods, including digital technologies, to plan and conduct an information search about the quantity and variability of water in Australia and two other countries, each from a different continent</p> | | <p>(ACHGS048)</p> <p>* Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources</p> <p>* Gathering relevant data from a range of primary sources, for example observation, annotated field sketches, surveys and interviews, or photographs about the impacts of and responses to a hydrological hazard, or the factors influencing decisions people make about where to live</p> <p>* Collecting geographical information from secondary sources, for example, thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media</p> <p>* Applying ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities</p> | | <p>(ACHGS051)</p> <p>* 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</p> <p>* Using aerial images of contrasting places to identify differences in housing density</p> <p>* Using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard in Australia and another region of the world, for example, countries of the Asia region, or from the Pacific region</p> <p>* Interpreting various types of maps, for example, weather, isopleth, topographic, political, thematic, diagrammatic</p> <p>* Using digital maps and overlays of an area to observe, describe and contrast the spatial associations of geographical phenomena, for example, the relationship between economic activities and river systems and the availability of surface water</p> | | <p>(ACHGS053)</p> <p>* 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</p> <p>* Presenting a report, supported by graphic representations, to communicate a reasoned argument, for example, to propose actions to ensure future water security</p> | | <p>(ACHGS054)</p> <p>* 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</p> <p>* Proposing actions to respond to geographical issues related to environmental and economic sustainability, for example, ensuring a sustainable supply of water</p> | |
| | | <p>The ways that flows of water connect places as it moves through the environment and the way this affects places</p> <p>(ACHGK038)</p> <p>* Explaining how the movement of water through the environment connects places</p> <p>* Investigating the environmental, economic and social effects of water as it connects places</p> | | <p>(ACHGS049)</p> <p>* Investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall</p> <p>* Interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other countries</p> <p>* Comparing the quantity and variability of rainfall, runoff and evaporation in Australia with that in other continents</p> | | <p>(ACHGS049)</p> <p>* Investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used sustainably</p> <p>* Discussing the advantages and disadvantages of strategies to overcome water scarcity, for example, recycling ('grey water'), stormwater harvesting and reuse, desalination, inter-regional transfer of water, transfer and trade in virtual water, and reducing water consumption</p> <p>* Examining why water is a difficult resource to manage, for example, because of its shared and competing uses and variability of supply over time and space</p> | | <p>(ACHGS052)</p> <p>* Apply geographical concepts to draw conclusions based on the analysis of the data and information collected</p> <p>* Reviewing the results of an analysis to propose an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change</p> | | | | | |
| | | <p>The quantity and variability of Australia's water resources compared with those in other continents</p> <p>(ACHGK039)</p> <p>* Investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall</p> <p>* Interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other countries</p> <p>* Comparing the quantity and variability of rainfall, runoff and evaporation in Australia with that in other continents</p> | | <p>(ACHGK040)</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa</p> <p>* Investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic), or the ways water is used sustainably</p> <p>* Discussing the advantages and disadvantages of strategies to overcome water scarcity, for example, recycling ('grey water'), stormwater harvesting and reuse, desalination, inter-regional transfer of water, transfer and trade in virtual water, and reducing water consumption</p> <p>* Examining why water is a difficult resource to manage, for example, because of its shared and competing uses and variability of supply over time and space</p> | | <p>(ACHGS050)</p> <p>* Evaluate sources for their reliability and usefulness and 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</p> <p>* Constructing tables, graphs, maps and diagrams to represent the data collected about water scarcity and liveability of places</p> <p>* Creating an annotated diagram to demonstrate how water flows through the environment and connects places, or, the influence of environmental quality on the liveability of places</p> | | <p>(ACHGS052)</p> <p>* Apply geographical concepts to draw conclusions based on the analysis of the data and information collected</p> <p>* Reviewing the results of an analysis to propose an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change</p> | | | | | |
| | | <p>The economic, cultural, spiritual and aesthetic value of water for people including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region</p> <p>(ACHGK041)</p> <p>* Examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation, for example, rice production in Leeton in NSW and the Mekong Delta in Vietnam or Java in Indonesia</p> <p>* Exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples</p> <p>* Examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value</p> <p>* Investigating the spiritual significance of water in an Asian culture</p> | | <p>(ACHGK042)</p> <p>The causes, impacts and responses to an atmospheric or hydrological hazard</p> <p>* Explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods</p> <p>* Explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard</p> | | <p>(ACHGS050)</p> <p>* 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</p> <p>* Creating a map to show the spatial distribution and patterns of liveability, using computer mapping software</p> <p>* Constructing a weather map to show the location of an area affected by a hydrological hazard</p> <p>* Developing a map to show the spatial distribution of measures of the liveability of their own place, or a selected hydrological hazard in Australia and another region of the world</p> | | <p>(ACHGS052)</p> <p>* Apply geographical concepts to draw conclusions based on the analysis of the data and information collected</p> <p>* Reviewing the results of an analysis to propose an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change</p> | | | | | |
| <p>Area 2: Place and liveability</p> <p>See next page (P.T.O)</p> | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|--|---|--|--|--|--|--|--|--|--|--|--|
| <p>Level 7</p> | <p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) </p> <p>The influence of accessibility to services and facilities on the liveability of places (ACHGK044) </p> <p>The influence of environmental quality on the liveability of places (ACHGK045) </p> <p>The influence of social connectedness and community identity and perceptions of crime and safety on the liveability of places (ACHGK046) </p> <p>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047) </p> | <p>Area 2: Place and liveability</p> <p>* Investigating their and others' interpretations of the concept of liveability and choices about where to live, for example, connections to cultural groups, adolescent 'bright lights' attraction, retiree tree-change and families with children locating near schools, and other facilities </p> <p>* Discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure, with subjective measures such as people's perceptions </p> <p>* Comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability </p> <p>* Discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice </p> <p>* Comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries, for example, access to clean water, sanitation, education and health services </p> <p>* Examining the role transport plays in people's ability to access services and participate in activities in the local area </p> <p>* Comparing transportation and accessibility in Australian cities with cities of the Asia region or Europe </p> <p>* Researching the effects of air pollution on the liveability of cities </p> <p>* Explaining the importance of water quality to the liveability of places </p> <p>* Investigating the concept of environmental quality and surveying the environmental quality of their local area and its effect on liveability </p> <p>* Discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places </p> <p>* Investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability </p> <p>* Researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality </p> <p>* Developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people </p> <p>* Discussing the impact of housing density on the liveability of places, examining whether liveability and environmental sustainability can be enhanced at the same time </p> | | | | | | | | | | |
| <p>Level 7 Achievement Standard</p>  | | <p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.</p> | | | | | | | | | | |