

AusVELS: Geography (5-8)

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED TEXT**.

Based on VCAA materials

The General domain in AusVELS uses a six level structure from Levels 5 to 10 to both reflect the design of the Australian Curriculum and to provide a consistent structure across all the AusVELS domains. Each level includes a learning focus statement and a set of standards organised by dimension,....'

'Standards in the Geography domain are organised in two dimensions:

1. Geographical knowledge and understanding
2. Geospatial skills.'

Year Level	Learning Focus															
<p>Level 5</p>	<p>As students work towards the achievement of Level 6 standards in Geography, they investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters.</p> <p>Students explore how humans have affected the Australian environment. Examples could include: Aboriginal and Torres Strait Islander communities' care of the land; clearance by farmers and subsequent problems of land degradation and salinity; and protection of the natural environment through the creation of nature parks, national parks and marine parks. Using an inquiry-based approach, students explore environmental issues and consider possible solutions to current and future challenges. Students learn about environmentally sensitive areas such as local remnant vegetation, rivers, alpine Victoria, Gippsland Lakes and national parks and explore ways of protecting these unique environments in a sustainable way for future generations.</p> <p>Students develop mapping skills and use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places. They learn about and interpret their location relative to other places. They begin to identify features on maps, satellite images, and oblique photographs and use maps at different scales to locate places, find their way around, and plan trips to visit specific places. To enhance the electronic presentations they develop, students search for and annotate relevant images from the Internet.</p> <p>Students participate in fieldwork using simple techniques; for example, collecting and recording data on how the human and physical characteristics of a selected site are changing or have changed. They explore effective ways to care for local places, and are provided with opportunities to initiate and participate in an action on an environmental issue of personal or group concern; for example, pollution of a local waterway.</p>															
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AusVELS: Geography (5-8) - The Progressive Curriculum Framework

Year Level	Learning Focus												
Level 7	<p>As students work towards the achievement of Level 8 standards in Geography, they use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.</p> <p>Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas.</p> <p>Students investigate environmental issues such as forest use and global warming. They begin to design policies, and evaluate existing policies, for managing the impact of these issues and ensuring the sustainability of resources.</p> <p>Students apply their knowledge and understanding of scale, grid references, legend and direction to use largescale maps (such as topographic maps), as sources of spatial information, as well as other spatial representations (such as those found in atlases and geographic information systems). Students research and analyse photographs, maps, satellite images and text from electronic media and add these to their presentations.</p> <p>Observing basic mapping conventions, students learn to draw overlay theme maps. They recognise that parts of the Earth's surface can be represented in various ways, at different scales, and from different perspectives on a range of maps, photographs and satellite images. They are provided with opportunities to collect and process data and present a summary of results using a range of techniques such as sketch maps, graphs and electronic media (such as geographic information systems and spreadsheets).</p> <p>Students undertake fieldwork to investigate the characteristics of a selected local region and the physical processes and human activities that form and transform it. Students are encouraged to participate in activities to contribute to the sustainable management of local places.</p>												
Level 8	<p>As students work towards the achievement of Level 8 standards in Geography, they use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.</p> <p>Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas.</p> <p>Students investigate environmental issues such as forest use and global warming. They begin to design policies, and evaluate existing policies, for managing the impact of these issues and ensuring the sustainability of resources.</p> <p>Students apply their knowledge and understanding of scale, grid references, legend and direction to use largescale maps (such as topographic maps), as sources of spatial information, as well as other spatial representations (such as those found in atlases and geographic information systems). Students research and analyse photographs, maps, satellite images and text from electronic media and add these to their presentations.</p> <p>Observing basic mapping conventions, students learn to draw overlay theme maps. They recognise that parts of the Earth's surface can be represented in various ways, at different scales, and from different perspectives on a range of maps, photographs and satellite images. They are provided with opportunities to collect and process data and present a summary of results using a range of techniques such as sketch maps, graphs and electronic media (such as geographic information systems and spreadsheets).</p> <p>Students undertake fieldwork to investigate the characteristics of a selected local region and the physical processes and human activities that form and transform it. Students are encouraged to participate in activities to contribute to the sustainable management of local places.</p>												
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