

Geographical knowledge and understanding scope and sequence: Foundation to Year 10

| | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Year level focus | People live in places | Places have distinctive features | People are connected to many places | Places are both similar and different | The Earth's environment sustains all life | Factors that shape the human and environmental characteristics of places | A diverse and connected world |
| Key inquiry questions | <p>What are places like?</p> <p>What makes a place special?</p> <p>How can we look after the places we live in?</p> | <p>What are the different features of places?</p> <p>How can we care for places?</p> <p>How can spaces within a place be rearranged to suit different purposes?</p> | <p>What is a place?</p> <p>How are people connected to their place and other places?</p> <p>What factors affect my connection to places?</p> | <p>How and why are places similar and different?</p> <p>What would it be like to live in a neighbouring country?</p> <p>How do people's feelings about places influence their views about the protection of places?</p> | <p>How does the environment support the lives of people and other living things?</p> <p>How do different views about the environment influence approaches to sustainability?</p> <p>How can people use places and environments more sustainably?</p> | <p>How do people and environments influence one another?</p> <p>How do people influence the human characteristics of places and the management of spaces within them?</p> <p>How can the impact of bushfires or floods on people and places be reduced?</p> | <p>How do places, people and cultures differ across the world?</p> <p>What are Australia's global connections between people and places?</p> <p>How do people's connections to places affect their perception of them?</p> |
| Key Concepts | <p>In Foundation to Year 2 there is a particular emphasis on the use of the concepts of place, space and environment in studies at a personal and local scale.</p> <p>The concept of interconnection is introduced in Year 2 to develop students' understanding of how people are connected to places in Australia and across the world.</p> | | | <p>The F2 concepts continue to be a focus of study in Years 3–6 but the scale of the places studied moves from the local to national, world regional and global scales.</p> <p>The concepts of sustainability and change are also introduced in these years.</p> | | | |
| Content descriptions | The representation of the location of places and their features on maps and a globe | The natural, managed and constructed features of places, their location, how they change and how they can be cared for | The location of the major geographical divisions of the world in relation to Australia | The representation of Australia as states and territories, and Australia's major natural and human features | 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 | The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents | The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region |

| | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | The places people live in and belong to, their familiar features and why they are important to people | The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them | 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 | The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia | The types of natural vegetation and the significance of vegetation to the environment and to people | The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places | Differences in the economic, demographic and social characteristics between countries across the world |
| | The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them | The ways the activities located in a place create its distinctive features | The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place | The location of Australia's neighbouring countries and their diverse characteristics | The importance of environments to animals and people, and different views on how they can be protected | The influence of the environment on the human characteristics of a place | The world's cultural diversity, including that of its indigenous peoples |
| | The reasons why some places are special to people, and how they can be looked after | The ways that space within places, such as the classroom or backyard, can be rearranged to suit different activities or purposes | The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world | The main climate types of the world and the similarities and differences between the climates of different places | 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 | The influence people have on the human characteristics of places and the management of spaces within them | Significant events that connect people and places throughout the world |
| | | | The influence of purpose, distance and accessibility on the frequency with which people visit places | The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places | The natural resources provided by the environment, and different views on how they could be used sustainably | The impact of bushfires or floods on environments and communities, and how people can respond | The various connections Australia has with other countries and how these connections change people and places |

| | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | | The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there | The sustainable management of waste from production and consumption | | The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places |

| | Year 7 | Year 7 | Year 8 | Year 8 |
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| Year level focus | Water in the world | Place and liveability | Landforms and landscapes | Changing nations |
| Key inquiry questions | <p>How do people's reliance on places and environments influence their perception of them?</p> <p>What effect does the uneven distribution of resources and services have on the lives of people?</p> <p>What approaches can be used to improve the availability of resources and access to services?</p> | | <p>How do environmental and human processes affect the characteristics of places and environments?</p> <p>How do the interconnections between places, people and environments affect the lives of people?</p> <p>What are the consequences of changes to places and environments and how can these changes be managed?</p> | |
| Key Concepts | In Years 7–10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. | | | |
| Content descriptions | The classification of environmental resources and the forms that water takes as a resource | The factors that influence the decisions people make about where to live and their perceptions of the liveability of places | The different types of landscapes and their distinctive landform features | The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region |
| | The ways that flows of water connect places as it moves through the environment and the way this affects places | The influence of accessibility to services and facilities on the liveability of places | The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples | The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences |
| | The quantity and variability of Australia's water resources compared with those in other continents | The influence of environmental quality on the liveability of places | The geomorphic processes that produce landforms, including a case study of at least one landform | The reasons for and effects of internal migration in Australia |
| | The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa | The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places | The human causes and effects of landscape degradation | The reasons for and effects of internal migration in China |

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| | The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region | The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe | The ways of protecting significant landscapes | The reasons for and effects of international migration in Australia |
| | The causes, impacts and responses to an atmospheric or hydrological hazard | | The causes, impacts and responses to a geomorphological hazard | The management and planning of Australia's urban future |

| | Year 9 | Year 9 | Year 10 | Year 10 |
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| Year level focus | Biomes and food security | Geographies of interconnections | Environmental change and management | Geographies of human wellbeing |
| Key Concepts | In Years 7–10, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. | | | |
| Key inquiry questions | <p>What are the causes and consequences of change in places and environments and how can this change be managed?</p> <p>What are the future implications of changes to places and environments?</p> <p>Why are interconnections and interdependencies important for the future of places and environments</p> | | <p>How can the spatial variation between places and changes in environments be explained?</p> <p>What management options exist for sustaining human and natural systems into the future?</p> <p>How do worldviews influence decisions on how to manage environmental and social change?</p> | |
| Content descriptions | The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity | The perceptions people have of place, and how this influences their connections to different places | The human-induced environmental changes that challenge sustainability | The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places |
| | | | The environmental worldviews of people and their implications for environmental management | The reasons for spatial variations between countries in selected indicators of human wellbeing |
| | The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations | The way transportation and information and communication technologies are used to connect people to services, information and people in other places | The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia | The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands |
| | The environmental, economic and technological factors that influence crop yields in Australia and across the world | The ways that places and people are interconnected with other places through trade in goods and services, at all scales | Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included. | The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region |

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| | <p>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world</p> | <p>The effects of the production and consumption of goods on places and environments throughout the world and including a country from North–East Asia</p> | <p>The application of human–environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated</p> | <p>The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale</p> |
| | <p>The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world</p> | <p>The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places</p> | <p>The application of geographical concepts and methods to the management of the environmental change being investigated</p> | <p>The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries</p> |
| | | | <p>The application of environmental, economic and social criteria in evaluating management responses to the change</p> | |

Geographical inquiry and skills scope and sequence: Foundation to Year 10

| Foundation | Years 1-2 | Years 3-4 | Years 5-6 | Years 7-8 | Years 9-10 |
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| Observing, questioning and planning | | | | | |
| Make observations about familiar places and pose questions about them | Pose questions about familiar and unfamiliar places | Develop geographical questions to investigate | Develop geographical questions to investigate and plan an inquiry | Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts | Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts |
| Collecting, recording, evaluating and representing | | | | | |
| Record geographical data and information collected by observation | Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films | Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet | Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports | Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources | Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources |
| Represent the location of features of a familiar place on pictorial maps and models | Represent data and the location of places and their features by constructing tables, plans and labelled maps | Represent data by constructing tables and graphs | Evaluate sources for their usefulness, and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams | 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 | Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies |
| | | 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 | 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 | 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 | Represent the spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate |

Interpreting, analysing and concluding

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| Draw conclusions based on discussions of observations | Draw conclusions based on the interpretation of geographical information sorted into categories | Interpret geographical data to identify distributions and patterns and draw conclusions | Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions | 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 | Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes |
| | | | | Apply geographical concepts to draw conclusions based on the analysis of the data and information collected | Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view |
| | | | | | Identify how geographic information system (GIS) might be used to analyse geographical data and make predictions |

Communicating

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| Present information using everyday language to describe location and direction | 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 | Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology | Present findings and ideas in a range of communication forms, for example, written, oral, digital, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate | 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 | Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate |
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Reflecting and responding

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| Reflect on their learning to suggest ways that they can look after a familiar place | Reflect on their learning and suggest responses to their findings | Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects | Reflect on their learning to propose individual and collective action in response to a contemporary | Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, | Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary |
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| | | of the proposal | geographical challenge and describe the expected effects of their proposal on different groups of people | taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal | geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal |
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