

Year 9 and 10 Band Plan — Australian Curriculum: Geography













Implementation year: 2017

School name: Ignatius Park College

Identify curriculum	Phase curriculum focus	<p>Regional and global places in an environmental and human geography context</p> <p>As students move into adolescence, their interests extend beyond their own communities and they begin to develop concerns about wider issues. They are able to work with more abstract concepts and consider increasingly complex ideas, and are keen to debate alternative answers and interpretations.</p> <p>The geography curriculum in these years seeks to accommodate the needs of learners through a much wider exploration of the world and ideas about it. There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take. One sequence of units focuses on environmental geography and introduces students to the basic elements of hydrology, geomorphology and biogeography. The Year 10 unit applies the knowledge gained from these three units to studies of environmental change and environmental management. All units combine studies of both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed to become the major focus in Year 10. The second sequence of units focuses on some key aspects of human geography, including the liveability of places; spatial change in the distribution of populations; interconnections, with an emphasis on how people, including students, are connected to and have impacts on places and environments around the world; and the geography of human wellbeing at the local, regional and global levels.</p> <p>Specific geographical skills in Years 7–10 emphasise analysing and interpreting geographical data and information, using spatial technologies and other digital techniques, and developing reasoned arguments based on evidence to support conclusions.</p>
	Geographical scale and spatial context	<p>The Years 7–10 curriculum continues to develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, or countries of the Asia region, or areas of the world, which are contextually appropriate. Students undertake studies at the full range of scales, from local to global, and in a range of locations.</p>
	Fieldwork	<p>Fieldwork opportunities are provided in Year 9 and Year 10 units. Geographic contexts include:</p> <ul style="list-style-type: none"> a biome in the local area that has undergone significant human alteration, such as vegetation clearance, drainage, terracing or irrigation, for the purposes of food or fibre production (e.g. land clearing for beef cattle production or cotton farming) a farm that is implementing land restoration a biodynamic farm a particular service or product outlet, e.g. soft drink factory, clothing manufacturer or retail outlet, port or airport a tourist location/resort or recreation venue. <p>Possible data collection techniques:</p> <ul style="list-style-type: none"> observing field sketching taking photographs for labelling and annotation measuring longshore drift constructing beach profiles using surveys and questionnaires completing environmental quality and perception sheets obtaining soil profiles conducting soil pH testing testing water quality performing vegetation transects and quadrant sampling using GPS positioning performing dune vegetation transects using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities
	Year level description	<p>The Year 9 Australian Curriculum for Geography has two units of study: <i>Biomes and food security</i> and <i>Geographies of interconnections</i>.</p> <p><i>Biomes and food security</i> focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.</p> <p><i>Geographies of interconnections</i> focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.</p> <p>The Year 10 Australian Curriculum for Geography has two units of study: <i>Environmental change and management</i> and <i>Geographies of human wellbeing</i>.</p> <p>Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews — including those of Aboriginal and Torres Strait Islander Peoples — that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.</p> <p>Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.</p> <p>The content of this year 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.</p>

	Key inquiry questions	<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 9 are:</p> <ul style="list-style-type: none"> What are the causes and consequences of change in places and environments and how can this change be managed? What are the future implications of changes in places and environments? Why are interconnections and interdependencies important for the future of places and environments? <p>The key inquiry questions for Year 10 are:</p> <ul style="list-style-type: none"> How can the spatial variation between places and changes in environments be explained? What management options exist for sustaining human and natural systems into the future? How do world views influence decisions on how to manage environmental and social change? 			
	Geographical concepts	The key concepts to develop geographical understanding in this year level are place, space, environment, interconnection, change, sustainability and scale.			
Identify curriculum	Achievement standard	<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.</p> <p>By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.</p> <p>Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.</p>			
		Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum v5.0: Geography for Foundation–10</i> , www.australiancurriculum.edu.au/Geography/Curriculum/F-10			
Teaching and learning	Unit overview In Year 9 Geography (optional):	Unit 1	Unit 2	Unit 3	Unit 4
	<ul style="list-style-type: none"> 43–48 hours per year 22–24 hours per unit 	<p>Biomes and food security</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> What are the causes and consequences of change in biotic environments and how can this change be managed? What are the future implications of changes in biotic environments for food and fibre production? Why are interconnections and interdependencies important for the future of biotic environments and food security? <p>The focus of the unit is on developing student understanding of the significance of the biomes of the world as a source of food and fibre, the effect of their alteration and the environmental challenges of, and constraints on, expanding food production in the future. The distinctive aspects of biomes, food production and food security</p>	<p>Geographies of interconnections</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> What are the causes and consequences of changing interconnections between places and how can this change be managed? What are the future implications of changing interconnections between places? Why are interconnections and interdependencies important for the future of places?? <p>The focus of the unit is on the interconnections between places and people through the production and consumption of goods and services, and how transport and information and communication technologies have changes places and their environments. The distinctive aspects of interconnection are</p>	<p>Geographies of human wellbeing</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> How can the spatial variation in wellbeing and development between places be explained? What management options exist for improving human wellbeing into the future? How do world views influence decisions on how to manage social change? <p>The focus of the unit is on developing student understanding of different measures of human wellbeing, the causes and spatial differences in these measures between countries, and programs designed to reduce the gap between differences in wellbeing. Students undertake case studies drawn from Australia, India and across the world as appropriate.</p>	<p>Environmental change and management</p> <p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none"> How can the spatial variation and changes in environments be explained? What management options exist for sustaining natural systems into the future? How do world views influence decisions on how to manage environmental change? <p>The focus of the unit is on developing student understanding of the human-induced environmental changes that challenge sustainability and the world views that influence perceptions and responses to these challenges, including those of Aboriginal peoples and Torres Strait Islander peoples. Students apply human–environment systems thinking to investigate a specific type of environment and environmental change. The scale of study is at a local, regional and global level with a comparative study of examples selected from Australia and at least one other country.</p> <p>Students will:</p>

		<p>are investigated using studies drawn from Australia and across the world.</p> <p>Students will:</p> <ul style="list-style-type: none"> • use geographical tools to explore the spatial distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity • develop geographically significant questions about human alteration of biomes and the environmental effect of these alterations • collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of sources • evaluate sources for their reliability, bias and usefulness, • evaluate multi-variable geographical data and information, using qualitative and quantitative methods and digital and spatial technologies where appropriate, to identify distributions, patterns and trends, predict outcomes and infer relationships to draw conclusions • investigate human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations, using examples of biomes in Australia and overseas that have been altered through, for example, vegetation clearance, drainage, terracing and irrigation • investigate environmental, economic and technological factors that influence crop yields in Australia and across the world, and explore the challenges to food production, including land and water degradation, competing land use and climate change • investigate the capacity of the world's environments to sustainably feed the projected future population and to achieve food security for Australia and the world • reflect on and evaluate their findings to propose individual and collective action in response to biomes, food production and food security and explain the predicted outcomes of their proposal • present findings, arguments, explanations in a range of appropriate communication forms using geographical terminology. 	<p>investigated using studies drawn from Australia and across the world.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the perceptions that people have of places and how this influences their connections to different places • develop questions about the ways places and people are interconnected • use geographic tools to ethically collect, select, record and organise data and information about geographical connections from a range of sources • evaluate sources for their reliability, bias and usefulness • represent information in a range of forms, such as scatter plots, tables, graphs, annotated diagrams and spatial distribution maps, using cartographic conventions • explore the ways transportation and information and communication technologies are used to connect people to services, information and people in other places • use qualitative and quantitative methods and digital and spatial technologies to identify distributions, patterns and trends; predict outcomes and infer relationships to draw conclusions • investigate how and why places are interconnected regionally, nationally and globally through trade in goods and services, using case studies • explore the effects of production and consumption of goods on places and environments throughout the world, including a country from North-East Asia • reflect on, and evaluate, the effects of people's travel, recreational, cultural or leisure choices on connections to places • propose individual and collective action in response to these changing choices and explain the predicted outcomes of their proposal • present findings, arguments, explanations in a range of appropriate communication forms, using geographical terminology 	<p>Students will:</p> <ul style="list-style-type: none"> • develop geographically significant questions about human wellbeing and development • use geographic tools to collect, select, record and organise data and information that show the different ways of measuring and mapping human wellbeing and development • evaluate sources for their reliability, bias and usefulness, • represent multi-variable data in a range of forms, such as scatter plots, compound bar graphs, maps and annotated diagrams, using ICT and spatial technology where appropriate • investigate reasons for spatial variations between countries • investigate development issues that impact on human wellbeing using a case study drawn from a developing country or region in Africa, South America or the Pacific Islands • compare and account for spatial variations in human wellbeing on a regional scale within India or another country of the Asian region and in Australia at the local scale • identify and explain patterns and trends, infer relationships and predict outcomes • evaluate the role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries, using examples of particular programs • reflect on their findings to propose individual and collective action in response to a human wellbeing and development and explain the predicted outcomes of their proposal • present their findings, arguments and explanations in a range of appropriate communication forms using geographical terminology. 	<ul style="list-style-type: none"> • identify human-induced environmental changes (e.g. water and atmospheric pollution, loss of biodiversity, land and coastal degradation) and discuss the challenges that they pose for sustainability • compare environmental world views and different approaches to environmental management including those of Aboriginal peoples and Torres Strait Islander peoples • develop geographically significant questions and plan an inquiry into a specific environment, such as land, inland water, coast, marine or urban • collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of sources • evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of forms, such as scatter plots, compound bar graphs, tables and annotated maps and diagrams • represent the spatial distribution of the specific environment on maps using cartographic conventions • identify distributions, patterns and trends of environmental change • compare geographic management strategies for the environmental change being investigated in Australia and another country • predict outcomes and infer relationships to draw conclusions by applying environmental, social and economic criteria to evaluate management responses to environmental change in the countries selected • reflect on findings to propose individual and collective action in response to environmental change and management and explain the predicted outcomes of their proposals • present findings, arguments and explanations in a range of appropriate communication forms using geographical terminology
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Teaching and learning	Links to other learning areas	Australian Curriculum: Geography is a subject in the Humanities and Social Sciences learning area and has connections to History, Civics and Citizenship, and Economics and Business. These subjects use an inquiry approach that includes planning, collecting, interpreting, analysing sources and communicating information in a range of forms.					
	Aboriginal and Torres Strait Islander perspectives	Geography provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with: <ul style="list-style-type: none">Aboriginal and Torres Strait Islander frameworks of knowing and ways of learningIndigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples liveAboriginal peoples' and Torres Strait Islander peoples' contributions to Australian society and cultures. The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnections with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal peoples' and Torres Strait Islander peoples' connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The study of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights.					
	General capabilities and cross-curriculum priorities						
	Key to general capabilities and cross-curriculum priorities	<div><div> Literacy</div><div> Numeracy</div><div> ICT capability</div><div> Critical and creative thinking</div><div> Personal and social capability</div><div> Ethical understanding</div><div> Intercultural understanding</div></div> <div><div> Aboriginal and Torres Strait Islander histories and cultures</div><div> Asia and Australia's engagement with Asia</div><div> Sustainability</div></div>					

Develop assessment	Assessment For advice and guidelines on assessment, making judgments and using feedback see: www.qsa.qld.edu.au/26025.html > choose the Year level > select the Assessment tab.	The following assessment will provide a targeted selection of evidence of student learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about student achievement and progress at appropriate points, and to inform the reporting process.			
		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment	Assessment	Assessment	Assessment
		Supervised Assessment The purpose of this assessment is to assess student responses that are produced independently, under supervision and in a set time frame. A supervised assessment ensures there is no question about student authorship. Students interpret, analyse and form conclusions about data and information, and respond to questions using representations, short answers and paragraph responses. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> explain how geographical processes change the characteristics of places predict changes in the characteristics of places over time and identify the possible implications of change for the future. propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes synthesise data and information to draw reasoned conclusions present explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms 	Research (Multimodal) The purpose of this technique is to assess student responses to a series of focused tasks relating to a single cohesive investigative context. Students follow an inquiry approach that aligns with the geographical inquiry and skills strand and communicate their findings, using written or non-written text-types specific to the study of geography. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response use initial research to identify geographically significant questions to frame an inquiry collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions analyse, synthesise data and information to draw reasoned conclusions present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal 	Practical Exercise The purpose of this assessment is to assess student responses that are produced independently. <ul style="list-style-type: none"> Students interpret, analyse and form conclusions about data and information, and respond to questions using representations, short answers and paragraph responses. propose explanations for spatial distributions and patterns, and identify associations among phenomena and explain their significance represent multi-variable data in a range of appropriate forms and construct graphic representations, selected to suit purpose, including special purpose maps that use a suitable scale and comply with cartographic conventions evaluate multi-variant data and other geographical information to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes 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 present arguments and explanations using appropriate geographical terminology and representations 	Field trip Report The purpose of this technique is to assess students' abilities to research, collect, analyse and draw conclusions about sources. Students follow an inquiry approach that aligns with the geographical inquiry and skills strand and communicate their findings, using written and non-written text-types specific to the study of geography. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> explain how the interaction between geographical processes at different scales change places and modify their characteristics predict changes in the characteristics of places over time, across space and at different scales explain the significance of the environment and how different perceptions and views of places and environments influence decisions on their management analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences evaluate alternative strategies for a geographical challenge using environmental, social and economic criteria and propose and justify a response use initial research to identify, develop and modify geographically significant questions to frame an inquiry identify and collect a range of primary and secondary sources using ethical protocols, and evaluate sources for bias, reliability and usefulness select and organise relevant geographical information to answer inquiry questions 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 proposing action students take account of environmental, economic and social considerations and explain the predicted outcomes and consequences of their proposals
Make judgments and use feedback	Consistency of teacher judgments	Identify how opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.			

Year 9 Geography: review for balance and coverage of content descriptions, including emphasis on geographical understandings

Geographical Knowledge and Understanding									
Geographical Knowledge	1	2	3	4	Concepts for developing geographical understandings ¹	1	2	3	4
Biomes and food security <ul style="list-style-type: none"> The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) 	✓				Place Places are parts of the Earth's surface and can be described by location, shape, boundaries, features and environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal peoples and Torres Strait Islander peoples, Country/Place is important for its significance to culture, identity and spirituality. In Years 7–10, students extend their focus beyond their own communities to a wider exploration of the world. Students explain how geographical processes influence the characteristics of places and how places are perceived and valued differently.	✓	✓	✓	✓
<ul style="list-style-type: none"> The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061) 	✓								
<ul style="list-style-type: none"> The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062) 	✓								
<ul style="list-style-type: none"> The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063) 	✓								
<ul style="list-style-type: none"> The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064) 	✓				Space Spaces are defined by the location of environmental and human features, geographical phenomena and activities across the Earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales. In Years 7–10, students investigate the spatial distributions, patterns, trends and relationships among geographical phenomena over time. For example, students can investigate population patterns over time to determine how urban planning organises the spaces within cities or regions.	✓			✓
Geographies of interconnection <ul style="list-style-type: none"> The perceptions people have of place, and how this influences their connections to different places (ACHGK065) 		✓							
<ul style="list-style-type: none"> The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) 		✓							
<ul style="list-style-type: none"> The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) 		✓							
<ul style="list-style-type: none"> The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068) 		✓			Environment The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the	✓			✓

Geographical Inquiry and Skills				
Geographical Inquiry and Skills	1	2	3	4
Observing, questioning and planning <ul style="list-style-type: none"> Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063) 				✓
Collecting, recording, evaluating and representing <ul style="list-style-type: none"> Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) 				
<ul style="list-style-type: none"> 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 (ACHGS065) 				✓
<ul style="list-style-type: none"> Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066) 				
Interpreting, analysing and concluding <ul style="list-style-type: none"> Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies 	✓			✓

¹ Geographical understandings are derived from the content descriptions and achievement standards, and are supported by Geographical Inquiry and Skills. The Year level description provides information about the development of Geographical Understanding through the concepts. The definitions of geographical understandings are based on the glossary terms published in *Australian Curriculum v5.0: Geography for Foundation-10*, www.australiancurriculum.edu.au/Geography/Curriculum/F-10.

Geographical Knowledge and Understanding										Geographical Inquiry and Skills				
Geographical Knowledge	1	2	3	4	Concepts for developing geographical understandings ¹	1	2	3	4	Geographical Inquiry and Skills	1	2	3	4
<ul style="list-style-type: none"> The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) 		✓			<p>environment. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration.</p> <p>In Years 7–10, students focus on the significance of the environment and how different views of places and environments influence decisions about their management.</p>					<p>as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)</p>				
Geographies of human wellbeing <ul style="list-style-type: none"> The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076) 			✓							<ul style="list-style-type: none"> Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) 				
<ul style="list-style-type: none"> The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077) 			✓											
<ul style="list-style-type: none"> The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078) 			✓		<p>Scale</p> <p>Scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to local, regional, national, world regional and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.</p> <p>In Years 7–10, students explore the interaction between geographical processes at the full range of scales, from local to global, and in a range of locations.</p>	✓			✓	<ul style="list-style-type: none"> Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069) 	✓			✓
<ul style="list-style-type: none"> The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079) 			✓							<p>Communicating</p> <ul style="list-style-type: none"> Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) 				
<ul style="list-style-type: none"> The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080) 			✓											
<ul style="list-style-type: none"> The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081) 			✓											

Geographical Knowledge and Understanding									
Geographical Knowledge	1	2	3	4	Concepts for developing geographical understandings ¹	1	2	3	4
Environmental change and management <ul style="list-style-type: none"> The human-induced environmental changes that challenge sustainability (ACHGK070) 				✓	Interconnection Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to holistic thinking. This helps students to understand Aboriginal peoples' and Torres Strait Islander peoples' holistic connection to Country/Place and the knowledge and practices that developed as a result of this connection. In Years 7–10, students investigate how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments.	✓			✓
<ul style="list-style-type: none"> The environmental worldviews of people and their implications for environmental management (ACHGK071) 				✓					
<ul style="list-style-type: none"> The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072) 				✓					
<ul style="list-style-type: none"> The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073) 				✓					
<ul style="list-style-type: none"> The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074) 				✓	Sustainability Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing. In Years 7–10, students begin to focus on sustainability, which is a continuing theme and is progressively developed to become the major focus in Year 10.				✓
<ul style="list-style-type: none"> The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075) 				✓					
					Change Change involves any alteration to the natural or cultural environment and can involve both time and space. The concept of change is about explaining geographical phenomena by investigating how they developed over time. Environmental change can occur over both short and long time frames, and have interrelationships with human activities. An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve more sustainable futures. In Years 7–10, students apply human–environment systems thinking to understand the causes and consequences of environmental change and the geographical concepts and methods used to evaluate and select strategies to manage the change.	✓			✓

Geographical Inquiry and Skills				
Geographical Inquiry and Skills	1	2	3	4
Reflecting and responding <ul style="list-style-type: none"> Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071) 	✓			✓