

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

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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
	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
				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
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

	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
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

	<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
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

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

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
--------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reflecting and responding

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
-------------------------------------------------------------------------------------	-------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

		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
--	--	-----------------	----------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------