<table>
<thead>
<tr>
<th>AM workshop</th>
<th>PM workshop</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 am</td>
<td>3:30 pm</td>
<td>Registration</td>
</tr>
</tbody>
</table>
| 11:00 am    | 4:00 pm     | • Introduction to the Australian Curriculum: Geography P-10  
|             |             | • Resources to support implementation of Geography in P-10  
|             |             | ▪ mapping  
|             |             | ▪ templates |
| 12:45 pm    | 5:45 pm     | Break |
| 1:00 pm     | 6:00 pm     | • Resources to support implementation of Geography in P-10  
|             |             | ▪ exemplars  
|             |             | ▪ assessment resources |
| 2:00 pm     | 7:00 pm     | Close |
Roles and responsibilities

Queensland’s implementation framework

Guidelines and advice
All schools receive consistent advice to support the implementation of the Australian Curriculum as well as manage teaching and learning, assessment and reporting in a dual system (implementing both Australian and Queensland curriculums).

Resource development
Materials necessary for teachers and schools during the initial roll-out of a new curriculum:
- syllabus development
- specific teaching and learning and assessment resources

Professional development
A collaborative and flexible program that builds the capacity of three key groups:
- teachers
- schools
- school sectors

Communication
Queensland teachers, schools and key education stakeholders receive timely, consistent and accurate information

ICT infrastructure
Effectively deliver the Australian Curriculum to teachers, schools and school sectors

Queensland Studies Authority
# P-10 Development and implementation

<table>
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</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>History</td>
<td>Geography</td>
<td>Health &amp; Physical Education</td>
<td>The Arts</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>Civics &amp; Citizenship</td>
<td>Technologies</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td>Technologies</td>
<td>Economics and Business</td>
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<td>Languages</td>
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</table>
## Time allocations

<table>
<thead>
<tr>
<th>Humanities &amp; Social Sciences learning areas</th>
<th>Hours per year over 37–40 weeks per year</th>
<th>35–38 weeks per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>P–2</td>
<td>3–4</td>
<td>5–6</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>18–20</td>
<td>18–20</td>
</tr>
</tbody>
</table>

The entitlement is indicated by the shaded areas. The unshaded areas indicate the Year levels when the learning area is an elective.
# Geography time allocations

<table>
<thead>
<tr>
<th>Hours per year over 37-40 weeks per year</th>
<th>35-38 weeks per year</th>
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<tbody>
<tr>
<td>P-2</td>
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<tr>
<td>Yrs. 3-4</td>
<td>37-40</td>
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<tr>
<td>Yrs. 5-6</td>
<td>37-40</td>
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<tr>
<td>Yrs. 7-8</td>
<td>46-50</td>
</tr>
<tr>
<td>Yr. 9</td>
<td>46-50</td>
</tr>
<tr>
<td>Yr. 10</td>
<td>43-48</td>
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</tbody>
</table>

- P-2: 5 hours per term / 10 hours per semester
- 3-6: 10 hours per term / 20 hours per semester (1 hour per week)
- 7-9: 12 ½ hours per term / 25 hours per semester (75 minutes per week)
- 10: 12 hours per term / 24 hours per semester (70 minutes per week)
- Note: Years 9-10 are elective
Any questions?

• Roles and responsibilities
• Implementation strategy
• Time allocations
In this section of workshop

- Checking in…
- Australian Curriculum website
- Structure of the Australian Curriculum: Geography
  - Content
  - Achievement standards
Checking-in…

In relation to the implementation of the Australian Curriculum:

1. What do you know and understand well about the Australian Curriculum? …about Geography?

2. What would you like to know more about the Australian Curriculum? …about Geography?

3. What challenges are you facing with implementing the Australian Curriculum? …Geography?
Where to find the Australian Curriculum...

http://www.australiancurriculum.edu.au/

Welcome to the Foundation to Year 12 Australian Curriculum online

The Australian Curriculum

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

The F-10 Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes
Australian Curriculum: Geography

The F-10 Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes explicit the purposes and values that underpin the general capabilities and the cross-curriculum priorities. These are: Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, Sustainability.
The Australian Curriculum

The Australian Curriculum

Downloadable print version

acara

ACARA Australian Curriculum, Assessment and Reporting Authority

ACARA

Overview

Learning Areas

General Capabilities

Cross-curriculum priorities

Year Level

Foundation

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 10A

Geographical Knowledge and Understanding

Geographical Inquiry Skills

Geographical Concepts

Queensland Studies Authority
Structure of Australian Curriculum: Geography

Three sections:

• Rationale / Aims

• Organisation

• Foundation to Year 10 Curriculum
Rationale

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

http://www.australiancurriculum.edu.au/Geography/Rationale
Activity 1: Rationale and aims

Refer to your participants booklet.
Read through the Rationale and Aims.

What are some of the key messages about the Australian Curriculum: Geography?

What are some of the possible implications that this curriculum will have for your planning and for your teaching, learning and assessment?

Do the Rationale and Aims affirm any of your current practice?
## Rationale and Aims

<table>
<thead>
<tr>
<th>Key messages</th>
<th>Implications for planning</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
Three components of Australian Curriculum: Geography

- Content descriptions: Disciplinary learning
- Cross-curriculum priorities: Contemporary issues
- General capabilities: Essential 21st century skills
Australian Curriculum: Geography Organisation

- Content structure
- Concepts for developing geographical understanding
- Geography across Foundation to Year 10
- Student diversity
- General capabilities
- Cross-curriculum priorities
- Implications for teaching, assessment and reporting
- Scope and Sequence (PDF)
- Glossary (PDF)
Year 5

Year 5 Level Description

Factors that shape the human and environmental characteristics of places continues to develop students’ understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students’ mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries.

The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community.

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.

Key inquiry questions

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.

The key inquiry questions for Year 5 are articulated below.

• How do people and environments influence one another?
• How do people influence the human characteristics of places and the management of spaces within them?
• How can the impact of bushfires or floods on people and places be reduced?
Year 8 Level Description

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. Countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia’s urban areas.

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.

- An overview of the content for the year level
- Emphasise the interrelated nature of the two strands
- Re-emphasise the curriculum focus as appropriate for that stage of schooling
Key Inquiry Questions

Key inquiry questions
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.

The key inquiry questions for Year 4 are articulated below.

• How does the environment support the lives of people and other living things?
• How do different views about the environment influence approaches to sustainability?
• How can people use places and environments more sustainably?

• a framework for inquiry
• a summary of concepts to be investigated
Content structure

- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills
  - Relationship between the strands
  - Inquiry questions
  - Year-level descriptions
  - Key inquiry questions
  - Content descriptions
- Content elaborations
- Achievement standards
- Glossary

http://www.australiancurriculum.edu.au/Geography/Content-structure
F–10 Curriculum – Content descriptions organised in strands

• Geographical Knowledge and Understanding
• Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Foundation Year Content Descriptions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geographical Knowledge and Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>The representation of the location of places and their features on maps and a globe (ACHGK001)</td>
<td></td>
</tr>
<tr>
<td>The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)</td>
<td></td>
</tr>
<tr>
<td>The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)</td>
<td></td>
</tr>
<tr>
<td>The reasons why some places are special to people, and how they can be looked after (ACHGK004)</td>
<td></td>
</tr>
<tr>
<td><strong>Geographical Inquiry and Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Observing, questioning and planning</td>
<td></td>
</tr>
<tr>
<td>Make observations about familiar places and pose questions about them (ACHGS001)</td>
<td></td>
</tr>
<tr>
<td>Collecting, recording, evaluating and representing</td>
<td></td>
</tr>
<tr>
<td>Record geographical data and information collected by observation (ACHGS002)</td>
<td></td>
</tr>
<tr>
<td>Represent the location of features of a familiar place on pictorial maps and models (ACHGS003)</td>
<td></td>
</tr>
<tr>
<td>Interpreting, analysing and concluding</td>
<td></td>
</tr>
<tr>
<td>Draw conclusions based on discussions of observations (ACHGS004)</td>
<td></td>
</tr>
<tr>
<td>Communicating</td>
<td></td>
</tr>
<tr>
<td>Present information using everyday language to describe location and direction (ACHGS005)</td>
<td></td>
</tr>
<tr>
<td>Reflecting and responding</td>
<td></td>
</tr>
<tr>
<td>Reflect on their learning to suggest ways that they can look after a familiar place</td>
<td></td>
</tr>
</tbody>
</table>
Geographical Knowledge and Understanding

Year 5 Content Descriptions

Geographical Knowledge and Understanding

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 (ACHGK026)

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)

The influence of the environment on the human characteristics of a place (ACHGK028)

The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)

The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)
Geographical inquiry and skills strand is organised into five sub-strands:

- Observing, questioning, planning
- Collecting, recording, evaluating, representing
- Interpreting analysing and concluding
- Communicating
- Reflecting and responding
### Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing, questioning and planning</strong></td>
<td>Develop geographical questions to investigate and plan an inquiry (ACHGS040)</td>
<td></td>
</tr>
<tr>
<td><strong>Collecting, recording, evaluating and representing</strong></td>
<td>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 (ACHGS041)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS042)</td>
<td></td>
</tr>
<tr>
<td><strong>Representing</strong></td>
<td>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 (ACHGS043)</td>
<td></td>
</tr>
<tr>
<td><strong>Interpreting, analysing and concluding</strong></td>
<td>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 (ACHGS044)</td>
<td></td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
<td>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate (ACHGS045)</td>
<td></td>
</tr>
<tr>
<td><strong>Reflecting and responding</strong></td>
<td>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS046)</td>
<td></td>
</tr>
</tbody>
</table>
Achievement Standards

Year 2 Achievement Standard

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Year 2 Work Sample Portfolios

Year 10 Achievement Standard

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.

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.

Year 10 Work Sample Portfolios

Hide full description
Achievement standards

Year 5 Achievement Standard

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

• The content descriptions and achievement standards should be read together.
• Each year level achievement standard should be read as a whole
A closer look at the curriculum…
## Australian Curriculum: Geography - topics

<table>
<thead>
<tr>
<th>Foundation</th>
<th>People live in places</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Places have distinct features</td>
</tr>
<tr>
<td>Year 2</td>
<td>People are connected to many places</td>
</tr>
<tr>
<td>Year 3</td>
<td>Places are both similar and different</td>
</tr>
<tr>
<td>Year 4</td>
<td>The earth’s environment sustains all life</td>
</tr>
<tr>
<td>Year 5</td>
<td>Human and environmental characteristics of places (Interconnections)</td>
</tr>
<tr>
<td>Year 6</td>
<td>A diverse and connected world</td>
</tr>
<tr>
<td>Year 7</td>
<td>Water in the world</td>
</tr>
<tr>
<td>Year 8</td>
<td>Landforms and landscapes</td>
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<tr>
<td>Year 9</td>
<td>Biomes and food security</td>
</tr>
<tr>
<td>Year 10</td>
<td>Environmental change and management</td>
</tr>
</tbody>
</table>
Geographical Concepts

High-level ideas or ways of thinking integral to the development of geographical understanding and thinking geographically.

The concepts can be applied across the subject to:

• identify a question
• guide an investigation
• organise information
• suggest an explanation
• assist decision-making.
Geographical concepts in the year level descriptions

Year 5

Year 5 Level Description
Factors that shape the human and e characteristics of places. In exploring characteristics of places, and how the way spaces within places are or and gain an understanding of the ap mental map of the world and their u examining the effects of people on it.

The inquiry process provides opportu and to use this information to prop

The content of this year level is orga interrelated and should be taught in progrmming decisions.

Year 6 Level Description
A diverse and connected world takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia's connections with other countries and events in places through their understanding of place are further connections between people and plac

Year 7 Level Description
There are two units of study in the Year 7 curriculum for Geography: Water in the world and Place and liveability.

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water in different forms as a resource, the ways it connects places as it moves through the environment, its varying availability and value, and its effects on human and other life, that people value the environment in different ways and that the countries of the Asia region, and countries from West Asia and/or North

Place and liveability focuses on the concept of places provide us with the servi.. and En...

The Australian Curriculum: Geography identifies the development of geographical understanding. These are high-level sustainability, scale and change, as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making. They are the key ideas involved in teaching students to think geographically.

Queensland Studies Authority
Geographical Concepts
The key concepts of geographical understanding are:

Place (Years P-10)
- Places are described by location, shape, boundaries, features and environmental and human characteristics.

Space (Years P-10)
- Spaces are defined by the location of environmental and human features, geographical phenomena and activities across the Earth’s surface that form distributions and patterns.

Scale (Years P-10)
- 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.

Environment (Years 1-10)
- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.
Geographical Concepts
The key concepts of geographical understanding are:

Interconnection (Years 2-10)
Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity.

Sustainability (Years 3-10)
Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking.

Change (Years 3-10)
Change involves any alteration to the natural or cultural environment and can involve both time and space.
### Concepts for developing geographical understanding

#### Mapping concepts

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#### Scale

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<th></th>
<th>P-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>Personal and local</td>
<td>Local to national, world regional and global scales</td>
<td></td>
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</table>
## Phase of learning curriculum focus

<table>
<thead>
<tr>
<th>P-2</th>
<th>Exploring local and more distant places</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td>Investigating places and environments</td>
</tr>
<tr>
<td>5-6</td>
<td>Explaining places and investigating the world</td>
</tr>
<tr>
<td>7-10</td>
<td>Regional and global places in an environmental and human geography contexts</td>
</tr>
</tbody>
</table>

## Scale of studies

<table>
<thead>
<tr>
<th>P-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>local and distant places at local scale</td>
<td>local, regional and national scale</td>
<td>local, national and global scale</td>
<td>local, regional and global scale</td>
</tr>
</tbody>
</table>

This section of workshop

QSA Resources to support implementation of Geography in P-10

• Mapping
• Planning templates
Guidelines and advice
All schools receive consistent advice to support the implementation of the Australian Curriculum as well as manage teaching and learning, assessment and reporting in a dual system (implementing both Australian and Queensland curriculums).

Resource development
Materials necessary for teachers and schools during the initial roll-out of a new curriculum:
- syllabus development
- specific teaching and learning and assessment resources

Professional development
A collaborative and flexible program that builds the capacity of three key groups:
- teachers
- schools
- school sectors

Communication
Queensland teachers, schools and key education stakeholders receive timely, consistent and accurate information

ICT infrastructure
Effectively deliver the Australian Curriculum to teachers, schools and school sectors
Mapping the curriculum
Comparing the Australian Curriculum Geography to the Australian Curriculum

<table>
<thead>
<tr>
<th>Australian Curriculum Geography Strands</th>
<th>Queensland Curriculum organisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Knowledge and Understanding</td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td>• Time, continuity and change</td>
<td>• Time, continuity and change</td>
</tr>
<tr>
<td>• Place and space</td>
<td>• Place and space</td>
</tr>
<tr>
<td>• Culture and identity</td>
<td>• Culture and identity</td>
</tr>
<tr>
<td>• Political and economic systems</td>
<td>• Political and economic systems</td>
</tr>
<tr>
<td>Geographical Inquiry and Skills</td>
<td>Ways of working</td>
</tr>
</tbody>
</table>

Comparing the Australian Curriculum: Geography to the Queensland Studies of Society and Environment Essential Learnings

- Inquiry-based
- Specific geographical knowledge, inquiry and skills
- Specific contexts for study
- Key concepts of sustainability, place, space and environment
Comparing the Australian Curriculum Geography to the Queensland Studies of Society and Environment Essential Learnings

<table>
<thead>
<tr>
<th>Australian Curriculum Geography Strands</th>
<th>Queensland Curriculum organisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Knowledge and Understanding</td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>• Time, continuity and change</td>
</tr>
<tr>
<td></td>
<td>• Place and space</td>
</tr>
<tr>
<td></td>
<td>• Culture and identity</td>
</tr>
<tr>
<td></td>
<td>• Political and economic systems</td>
</tr>
<tr>
<td>Geographical Inquiry and Skills</td>
<td>Ways of working</td>
</tr>
</tbody>
</table>

Current Queensland Geography curriculum documents

- Early Years Curriculum Guidelines
- Year 1 Learning Statements
- Essential Learnings — SOSE
- Year 10 Guidelines — Geography
Curriculum Mapping

New content that is not currently included in the Queensland curriculum at any Year level, or a change of focus.

Content that is currently included in the Queensland curriculum but has moved to a different Year level in the Australian Curriculum.
Geography templates and exemplars
Geography Templates and Exemplars

Year 3 Geography resources

Choose Geography year level
- Prep
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Australian Curriculum
- English
- Geography
- History
- Mathematics
- Science

Overview  Curriculum  Assessment  Reporting  Resources
- Expand all

Curriculum

- Curriculum advice and guidelines
- Mapping tools
- Scope and sequence
- Planning templates and exemplars

The purpose of planning is to achieve system and school teaching and learning aims. Through planning, school leaders and teachers decide how to organise the school's curriculum — the sum total of the learning and development experiences that are offered by a school, formally and informally, in class and out of class.

Curriculum and assessment planning within schools occurs at three levels: whole school, year and unit. Each plan complements the others as they work together to support student learning.

- Planning for implementing (PDF, 772 KB)

Whole school plans

Whole school curriculum and assessment planning outlines the school's priorities in response to the broad policy contexts that influence teaching and learning. It informs and is informed by the year level plans.

- Under development: Whole school plan and whole school plan exemplar.

Year level plans

Year level curriculum and assessment planning identifies the specific teaching, learning and assessment in a learning area for the year. It clarifies the curriculum intent and ensures coverage, balance and responsiveness across the year. It is informed by the whole school plan and guides the development of unit overviews.

- Year level planning (PDF, 562 KB)
- Year 3 to Year 6 year plan: Geography template (PDF, 148 KB)
- NEW Year 3 plan - Geography exemplar (PDF, 248 KB)

Unit overviews

Unit overviews identify the specific curriculum content, teaching strategies, and approaches to assessment and resources. They are informed by the whole school plan and the year level plan.

- Under development: Geography Year 3 unit overview exemplar
- Unit overview planning (PDF, 364 KB)
- Year 3 to Year 6 unit overview: Geography template (PDF, 439 KB)

- Multiple year level planning

http://www.qsa.qld.edu.au/yr3geography-resources.html

Queensland Studies Authority
Elements of effective planning for alignment

- Identify curriculum
- Develop assessment
- Sequence teaching & learning
- Make judgments
- Use feedback

My Students
Curriculum and assessment planning

Curriculum and assessment planning within schools occurs at three levels: whole school, year and unit. Each plan complements the others as they work together to support student learning.

Figure 1: The three levels of curriculum and assessment planning

<table>
<thead>
<tr>
<th>Whole school curriculum and assessment planning</th>
<th>Year level curriculum and assessment planning</th>
<th>Unit overviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>outlines the school’s priorities in response to the broad policy contexts that influence teaching and learning. It informs and is informed by the year level plans. A whole school curriculum and assessment plan:</td>
<td>identifies the specific teaching, learning and assessment in a learning area for the year. It clarifies the curriculum intent and ensures coverage, balance and responsiveness across the year. It informs the whole school plan and guides the development of unit overviews.</td>
<td>identify the specific curriculum content, teaching strategies, approaches to assessment and resources. They are informed by the whole school plan and the year level plan. A unit overview:</td>
</tr>
<tr>
<td>• outlines how the teaching and learning supports the system priorities and school vision, beliefs and context</td>
<td>• outlines the sequence of learning and assessment for the year, ensuring that required content, general capabilities and cross-curriculum priorities are taught</td>
<td>• identifies the focus and context for learning specified content descriptions, ensuring that this focuses on a limited number of key concepts and processes at any one time</td>
</tr>
<tr>
<td>• shows how learning is sequenced and develops within and across the year levels</td>
<td>• includes how the program provides multiple opportunities to learn concepts and practise skills, and apply these to a range of contexts with increasing autonomy</td>
<td>• identifies relevant aspects of the achievement standard</td>
</tr>
<tr>
<td>• shows how teaching, learning, assessment and reporting are aligned</td>
<td>• identifies how evidence of student learning is gathered and how students have multiple opportunities to demonstrate the standards</td>
<td>• clarifies the evidence of learning that will be gathered in the assessment and the strategies for making judgments</td>
</tr>
<tr>
<td>• links to data and evidence about student achievement and progress to inform decisions about teaching and learning.</td>
<td>• shows how consistent judgments are made about student progress and when feedback should be given to students and parents/carers</td>
<td>• outlines teaching and learning strategies relevant to student interests to ensure that students have opportunities to demonstrate the achievement standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• links to prior and future learning and to other learning areas if appropriate</td>
</tr>
</tbody>
</table>

Queensland Studies Authority
Elements of effective planning

Curriculum and assessment planning at the whole school, year and unit level is guided by five important elements of professional practice. These five elements are interdependent. The elements can be used in any sequence, but all should be considered.

Plans are reviewed regularly to inform future planning, teaching, learning and assessment. The five elements are essential in guiding the revision of these plans.

During 2011, schools may choose to audit their current school, year level and unit plans against the Australian Curriculum. See the audit tools on the QSA website <www.qsa.qld.edu.au>.

Figure 2: The five elements for effective curriculum and assessment planning

- Identify curriculum
- Develop assessment
- Sequence teaching and learning
- Make judgments
- Use feedback
Planning resources

What elements of the geography curriculum are emphasised in the QSA planning resources?

- Field work
- Spatial technologies
- Links to other learning areas
- Mental maps
- Aboriginal and Torres Strait Islander histories and cultures
- Concepts for geographical understanding - ‘the concepts’
Field work (p.19)

Develop geographical inquiry and skills through:

• observing
• questioning
• collecting
• recording
• evaluating
• representing and analysing data and information

Collect primary sources outside the classroom:

• school grounds
• around local areas
• more distant locations.

Using:

• observation field notes
• measurements
• responses to survey questions.
Spatial technologies

• From Year 5 Geographical inquiry and skills
• “Represent the location and features of places and information …using spatial technologies as appropriate.”
  
  e.g. Global Positioning Systems (GPS), Google Earth, Geographical Information Systems (GIS) and satellite images.

Google Earth

Source: Google Earth. Satellite images around Kedron SHS precinct to show change in development from 2003 to 2013.
## Links to other learning areas

**Examples: Year 5 curriculum**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td>Locate information related to inquiry questions in a range of sources.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Construct and use a range of representations including <strong>tables</strong> and <strong>graphs</strong>, to represent and describe observations, <strong>patterns</strong> or <strong>relationships</strong> in <strong>data</strong> using <strong>digital technologies</strong></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Interpret and compare a range of <strong>data</strong> displays, including side-by-side column graphs for two categorical variables.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Use <strong>comprehension strategies</strong> to analyse information, integrating and linking ideas from a variety of print and digital sources</td>
</tr>
</tbody>
</table>
## Valued features

<table>
<thead>
<tr>
<th>Australian Curriculum Strands</th>
<th>Queensland Valued Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Knowledge and Understanding</td>
<td>• Knowledge and understanding</td>
</tr>
<tr>
<td>Geographical Inquiry and Skills</td>
<td>• Questioning and researching</td>
</tr>
<tr>
<td></td>
<td>• Interpreting and analysing</td>
</tr>
<tr>
<td></td>
<td>• Communicating</td>
</tr>
</tbody>
</table>

Queensland Studies Authority
Mental maps \textit{(refer to Phase descriptions)}

- The way of organising the spatial component of the curriculum
- The concept of a \textbf{mental map} refers to a person's personal point-of-view perception of their own world.
- Students develop a mental map of the world and of where they are located in relation to other places that extends from year to year
- Is extended through their understanding of places identified in the year level descriptions and content descriptions
Development of the mental map

<table>
<thead>
<tr>
<th>Specific geographical contexts</th>
<th>P</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<tr>
<td>Australia’s neighbours</td>
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<td>South America</td>
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<td>Africa</td>
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<td>Europe</td>
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<tr>
<td>North America</td>
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<td>Asia region</td>
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<tr>
<td>West Asia (Middle East) and/or North Africa</td>
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<tr>
<td>United States of America</td>
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<tr>
<td>China</td>
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<td>North East Asia</td>
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<tr>
<td>Pacific Islands</td>
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</tr>
</tbody>
</table>
Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander histories and cultures

Emphasis on geographic concepts:

- **Place** - continuing influence of Indigenous peoples on place
- **Interconnection** - to land, water and sky – holistic, spiritually-based
- **Environment** - different ways of interacting with the environment

- Spatial inequalities in human welfare
- Regional economies, environmental management and sustainable development
- Fieldwork with Aboriginal and Torres Strait Islander people
- Aboriginal and Torres Strait Islander explanations of landforms
The concepts for 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 concepts for geographical understandings. The definitions of concepts are based on the glossary terms published in Australian Curriculum v.5.0: History for Foundation-10 www.australiancurriculum.edu.au/Geography/Curriculum/F-10.
In summary, the QSA planning templates and exemplars highlight…

- Field work
- Spatial technologies
- Links to other learning areas
- Mental maps
- Aboriginal and Torres Strait Islander histories and cultures
- Concepts for geographical understanding - ‘the concepts’
## Year level planning

### Draft Year 7 plan — Australian Curriculum: Geography

<table>
<thead>
<tr>
<th>School name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Mental map

- **Concepts:**
  - Place
  - People
  - Environment
  - Culture
  - Change

### Fieldwork

- **Activities:**
  - Geographical fieldwork
  - Sample survey
  - Mapping skills

### Year level description

#### Key inquiry questions

- **What is the relationship between the Earth and its atmosphere?**
- **How does human activity impact the environment?**
- **What are the causes and consequences of natural disasters?**

#### Geographical concepts

- **Location:**
  - Place names and coordinates
  - Map scales and projections

- **Movement:**
  - Migration patterns
  - Movement of objects (e.g., waterways)

- **Human Interaction:**
  - Settlement patterns
  - Cultural landscapes

- **Environmental Processes:**
  - Weather systems
  - Erosion and deposition

- **Geohazards:**
  - Natural disasters
  - Sustainable practices

### School curriculum outcomes

- **Location:**
  - Students will be able to identify and describe places and regions.

- **Movement:**
  - Students will be able to explain the movement of objects and ideas.

- **Human Interaction:**
  - Students will be able to analyse the impact of human activity on the environment.

- **Environmental Processes:**
  - Students will be able to describe the interaction between the Earth and its atmosphere.

- **Geohazards:**
  - Students will be able to assess the risks associated with natural disasters.

### Assessment techniques, formats and levels

- **Formative Assessment:**
  - Group discussions
  - Self-assessment

- **Summative Assessment:**
  - Written assignments
  - Presentations

### Queensland Studies Authority

- **Website:**
  - [Queensland Studies Authority](https://www.qsauq.edu.au)

- **Contact:**
  - Phone: 1300 130 303
  - Email: education@qsauq.edu.au

- **Location:**
  - 120 Boulton St, South Brisbane QLD 4101

---

*For more information, visit the Queensland Studies Authority website.*
Year Plan Exemplars

Year 5 Geography: review for balance and coverage of content descriptions, including emphasis on concepts for developing geographical understandings

<table>
<thead>
<tr>
<th>Geographical Knowledge and Understanding</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Knowledge</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>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 (ACHGK026)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The influence of people, including Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (ACHGK027)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The influence of the environment on the human characteristics of a place (ACHGK028)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concepts for developing geographical understandings</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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 3–6, students describe and compare the environmental and human characteristics of places in different locations and the factors that shape the diverse characteristics of places.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geographical Inquiry and Skills</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing, questioning and planning</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Develop geographical questions to investigate and plan an inquiry (ACHG5033)</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 (ACHG5034)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

| Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHG5035) | ✓      | ✓      |
Unit level planning
# Unit Overview Exemplars

Year 5 unit overview — Australian Curriculum: Geography

## Appendix

### Concepts for developing geographical understandings in Years 3–6

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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 3–6, students describe and compare the environmental and human characteristics of places in different locations and the factors that shape the diverse characteristics of places. |
| Space     | Spaces are defined by the location of environmental and human features, geographical phenomena and activities across the Earth’s surface that 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 3–6, students examine how human decisions and actions influence the way spaces within places are organised and managed. For example, students can investigate how urban planning organises the space within cities or regions. |
| 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 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.
   In Years 3–6, students learn how the environment supports their life and the life of other living things. |
| 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 3–6, students examine how human action influences the environmental characteristics of places and how these characteristics influence the human characteristics of places. Students also study Australia’s interconnections with other places and the effects of these interconnections. |
| 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 Year 3, students explore the changes in phenomena between places in terms of climate and types of settlements.
   In Years 4 and 5, students examine the influence of Aboriginal peoples and Torres Strait peoples on the environmental characteristics of Australian places over time.
   In Year 6, students examine how the connections Australia has with other countries change people and places. |
Activity 2: Implications for teaching, assessment and reporting

Consider the:

- Australian Curriculum: Geography for a particular year level
- Planning templates and exemplars for your phase of learning

What are the planning implications for your existing practice? For example, resources informing your planning and pedagogy; resources you use with your students.
Planning an assessment program

A planned assessment program will:
- guide and support targeted teaching & learning;
- ensure students have opportunities to develop aspects of the achievement standard;
- provide regular feedback to students about how they are progressing, to improve their learning;
- clarify future teaching and learning needs;
- ensure teachers have sufficient evidence of learning to make defensible on-balance judgments about the quality of students’ work against the standard.
Assessment resources
Assessment advice and guidelines

Year 8 Geography resources

Choose Geography year level
1 2 3 4 5 6 7 8 9 10

Australian Curriculum
English  Geography  History  Mathematics  Science

Overview  Curriculum  Assessment  Reporting  Resources

Curriculum
[+] Curriculum advice and guidelines
[+] Mapping tools
[+] Scope and sequence
[+] Planning templates and exemplars
[+] Multiple year level planning
[+] Geography curriculum resources

Assessment
[+] Standard elaborations
[+] Assessment resources
[+] Sample assessments

Reporting
[+] Reporting student achievement

Australian Curriculum: Geography
Assessment categories, techniques and conditions

July 2013

http://www.qsa.qld.edu.au/26025.html
Assessment advice and guidelines

- Assessment techniques
- Assessment conditions
- Assessment formats

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Australian Curriculum: Geography
Assessment categories, techniques and conditions

July 2013

Queensland Studies Authority
Australian Curriculum: Achievement standards

Year 5 Achievement Standard

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

- The content descriptions and achievement standards should be read together.
- Each year level achievement standard should be read as a whole
Queensland Standard elaborations

The Standard elaborations are a resource to support implementation of the Australian Curriculum content descriptions and achievement standards. Teachers can use the Standard elaborations to:

1. plan and design assessment for English, Mathematics, Science, History and Geography

2. inform the development of (but not the replacement of) Task-specific standards used for specific assessments

3. make an overall on-balance judgment about student achievement based on a folio or collection of student work gathered over the reporting period, usually at the end of a semester or school year.
Australian Curriculum
Content descriptions
Achievement standards
Description of the quality of learning students should typically demonstrate in relation to the content at a particular point in their schooling

Valued Features
- Understanding
- Skills

The learning area specific elements to be assessed to make a judgment about student achievement

Standards Elaborations
Descriptions of quality in evident in student work on a five point scale organised by the valued features

Reporting Framework
Five grade levels (A to E or equivalent) applicable to all learning areas linked to the Australian Curriculum design and constructs
## Valued features

<table>
<thead>
<tr>
<th>Strands</th>
<th>Valued Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Knowledge and Understanding</td>
<td>Knowledge and understanding</td>
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<tr>
<td>Geographical Inquiry and Skills</td>
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<tr>
<td>• Observing, questioning and planning</td>
<td>Questioning and researching</td>
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<tr>
<td>• Collecting, recording, evaluating and</td>
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<tr>
<td><em>representing</em></td>
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<tr>
<td>• Interpreting, analysing and concluding</td>
<td>Interpreting and analysing</td>
</tr>
<tr>
<td>• Communicating</td>
<td>Communicating</td>
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<tr>
<td>• Reflecting and responding</td>
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## Draft Geography standard elaborations

### Year 7 Geography standard elaborations

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
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<tbody>
<tr>
<td>The folio of student work has the following characteristics:</td>
<td>Comprehensive explanations of:</td>
<td>Explanations of:</td>
<td>Descriptions of:</td>
<td>Partial descriptions of:</td>
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<tr>
<td></td>
<td>geographical processes that influence the characteristics of places and how places are perceived and valued differently</td>
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<td>interconnections between people, places and environments and how they change places and environments</td>
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<td>interconnections between people, places and environments</td>
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<td></td>
<td>spatial distributions and patterns among phenomena</td>
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<td>alternative strategies to a geographical challenge</td>
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<td>alternative strategies to a geographical challenge</td>
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<tr>
<td></td>
<td>Geographical knowledge and understanding</td>
<td>Alternative strategies to a geographical challenge and take into account environmental, economic and social factors.</td>
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<td></td>
<td>Development of discerning focus questions to frame a historical inquiry when researching</td>
<td>Development of valid focus questions to frame a historical inquiry when researching</td>
<td>Identification of geographically significant questions to frame an inquiry</td>
<td>Development of questions connected to a historical inquiry</td>
</tr>
<tr>
<td></td>
<td>Identification and discriminating selection of a wide range of primary and secondary sources</td>
<td>Identification and valid selection of a range of primary and secondary sources</td>
<td>Location of relevant information from primary and secondary sources to answer inquiry questions</td>
<td>Selection of a narrow range of sources</td>
</tr>
</tbody>
</table>

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Activity 3: Implications for teaching, assessment and reporting

Consider the:

- Australian Curriculum: Geography for a particular year level
- Australian Curriculum: Geography Assessment categories, techniques and conditions
- Draft Geography Standard Elaborations for a phase of learning

What are the implications for your existing practice? For example, current assessment techniques, formats and conditions; resources informing your planning and pedagogy; development of task-specific standards.
Resources
Resources in development

QSA P-10 Curriculum and Assessment website.

http://www.qsa.qld.edu.au/26025.html
Useful resources

Welcome

Welcome to GeogSpace, an initiative of the Australian Geography Teachers Association (AGTA) supported by the resources of Education Services Australia (ESA).

http://www.geogspace.edu.au/
Useful resources

Step 3: The Basics of Google Earth
Google Earth is relatively simple to use although, like any new software, it does take some time.

Add Content – These tools allow you to add placemarks, lines, polygons and other info to your map

Navigation Controls – Use these to move around Google Earth

Search – Your search bar and results

Places – A list of places you have visited and viewed

Layers – Pre-loaded layers in the map

3D Viewer – This is the ‘map’ part of Google Earth

Show Historical Imagery – Access historical imagery for an area and view change over time

There are also many ‘keyboard shortcuts’ that you can take advantage of to help make the software easier to use. Keyboard shortcuts are simply keys that you can use to save you using buttons and tools from within the software. You can find an extensive list at http://earth.google.com/userguide/v5/ug_keyboard.html.

http://www.contoureeducation.com
Useful resources

http://infogr.am/
STORY THAT MADE HEADLINES

Numbers have an important story to tell. They rely on you to give them a voice.
Stephen Few

http://infogr.am/
Useful resources

http://www.agta.asn.au/Resources
Any questions still unanswered?

What did you want to know but wasn’t covered?

Check your ‘post its’ / booklets…
“If geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world”

Richard Burton (1821 – 1890) to the Royal Geographical Society, British explorer, translator, writer.

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