



Year Level	Level Description	Content Description and <i>Elaboration</i>
Foundation	People live in places focuses on developing students' understanding of place. Students explore the place they live in and belong to, and learn to observe and describe its features. Learning about their own place and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. They start to explore their feelings about places by talking about their own special places, and what makes them special. The idea of location (a part of the concept of space) is introduced through drawing story-maps and creating models to show where places and features are located, and by learning about the globe as a representation of the Earth on which places can be located. The emphasis in Foundation is on the places in which students live, but they also start to investigate other places of similar size that are familiar to them or that they are curious about.	<p>Geographical Knowledge and Understanding</p> <p>The representation of the location of places and their features on maps and a globe (ACHGK001)</p> <p>The reasons why some places are special to people, and how they can be looked after (ACHGK004)</p> <p>Geographical Inquiry and Skills</p> <p>Reflect on their learning to suggest ways they can look after a familiar place (ACHGS006)</p>
Year 1	Places have distinctive features develops the concept of place through studies of what places are like and how their features have changed. Students learn that places can have natural, managed and constructed environmental features, and range from those that have largely natural features to those with largely managed or constructed features. This year continues to develop the idea of active citizenship as students are prompted to further consider how places can be cared for. The concept of environment is introduced, as students study the daily and seasonal weather patterns and natural features of their place and of other places, including how seasonal change is perceived by different cultures. The study of what places are like continues with an investigation of some of the important activities located in them, while an examination of where these activities are located, and why, starts students thinking about the concept of space. The idea that people can organise space is introduced by investigating how space within a familiar place, for example, the school or a classroom, can be arranged differently for different purposes.	<p>Geographical Knowledge and Understanding</p> <p>The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)</p>
Year 2	People are connected to many places further develops students' understanding of place, as they learn that places may be defined differently by diverse groups of people. Students are introduced to the concept of scale as they learn about the hierarchy of scale by which places are defined - from smaller rural villages to larger cities. Students' understanding of the concept of interconnection is developed by investigating their links with places locally and globally and the connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place. The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. Students' mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.	<p>Geographical Knowledge and Understanding</p> <p>The location of the major geographical divisions of the world in relation to Australia (ACHGK009)</p> <p>The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)</p>
Year 3	Places are both similar and different continues to develop students' understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different place to their own, and then think about their own and others' feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. Students' mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia's neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the scale of the local place.	<p>Geographical Knowledge and Understanding</p> <p>The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016)</p> <p>The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)</p> <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)</p> <p>Geographical Inquiry and Skills</p> <p>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 (ACHGS020)</p> <p>Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)</p>
Year 4	The Earth's environment sustains all life focuses on developing students' understanding of sustainability which is about the ongoing capacity of the environment to sustain human life and wellbeing. Students recognise that people have different views on how sustainability can be achieved. They learn that sustainability means more than the careful use of resources and the safe management of waste, and they develop their understanding of the concept by exploring some of the other functions of the environment that support their lives and the lives of other living things. They investigate the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place and their past and present views on the sustainable use of resources. Students' mental maps of the world and their understanding of place are further developed through learning the location of the major countries in South America and Africa and investigating their types of natural vegetation and native animals on those continents.	



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Year 5	<p>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.</p>	<p>Geographical Knowledge and Understanding</p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)</p> <p>The influence of the environment on the human characteristics of a place (ACHGK028)</p>
Year 6	<p>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 throughout the world, and think about their own and other people's knowledge of other countries and places. Students' mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places.</p>	<p>Geographical Knowledge and Understanding</p> <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)</p> <p>Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)</p> <p>The world's cultural diversity, including that of its indigenous peoples (ACHGK033)</p> <p>Significant events that connect people and places throughout the world (ACHGK034)</p> <p>The various connections Australia has with other countries and how these connections change people and places (ACHGK035)</p> <p>The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)</p> <p>Geographical Inquiry and Skills</p> <p>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)</p> <p>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)</p> <p>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)</p>
Year 7	<p>There are two units of study in the Year 7 curriculum for Geography: Water in the world and Place and liveability.</p> <p>Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</p> <p>Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.</p>	<p>Geographical Knowledge and Understanding</p> <p>Unit 1: Water in the world</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)</p> <p>The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</p> <p>The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)</p> <p>Unit 2: Place and liveability</p> <p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)</p> <p>The influence of accessibility to services and facilities on the liveability of places (ACHGK044)</p> <p>The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)</p> <p>Geographical Inquiry and Skills</p> <p>Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)</p> <p>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 (ACHGS051)</p>
Year 8	<p>There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.</p> <p>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.</p> <p>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. 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</p>	<p>Geographical Knowledge and Understanding</p> <p>Unit 1: Landforms and landscapes</p> <p>The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</p> <p>The ways of protecting significant landscapes (ACHGK052)</p> <p>The causes, impacts and responses to a geomorphological hazard (ACHGK053)</p> <p>Unit 2: Changing nations</p> <p>The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)</p> <p>The reasons for and effects of internal migration in Australia (ACHGK056)</p> <p>The reasons for and effects of internal migration in China (ACHGK057)</p> <p>The reasons for and effects of international migration in Australia (ACHGK058)</p> <p>Geographical Inquiry and Skills</p> <p>Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)</p> <p>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 (ACHGS057)</p>



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	<p>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.</p>	
<p>Year 9</p>	<p>There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and <i>Geographies of interconnections</i>.</p> <p>Biomes and food security 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>Geographical Knowledge and Understanding</p> <p>Unit 2: Geographies of interconnections</p> <p>The perceptions people have of place, and how this influences their connections to different places (ACHGK065)</p> <p>The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)</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 (ACHGK068)</p> <p>The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)</p> <p>Geographical Inquiry and Skills</p> <p>Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064)</p>
<p>Year 10</p>	<p>There are two units of study in the Year 10 curriculum for Geography: <i>Environmental change and management</i> and <i>Geographies of human wellbeing</i>.</p> <p><i>Environmental change and management</i> 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><i>Geographies of human wellbeing</i> 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>Geographical Knowledge and Understanding</p> <p>Unit 1: Environmental change and management</p> <p>The environmental worldviews of people and their implications for environmental management (ACHGK071)</p> <p>The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)</p> <p>Unit 2: Geographies of human wellbeing</p> <p>The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)</p> <p>The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)</p> <p>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> <p>The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)</p> <p>The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)</p> <p>Geographical Inquiry and Skills</p> <p>Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)</p>