

# Outdoor learning: Geography

## Geography

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. Outdoor learning programs provide opportunities for students to 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. In Geography, students examine why places have particular environmental and human characteristics, explore the similarities and differences between places, investigate meanings and significance of places to people, and examine how places are managed and changed. All of these concepts can be developed, understood and applied through outdoor learning experiences.

Learning in Geography involves posing questions/hypotheses, locating and gathering data and information, recording and representing data, analysing data and information, arriving at conclusions, proposing actions, considering consequences and reviewing proposals. Learning can be about how places are used and valued by humans, or about economic and ecological sustainability.

Environmental education involves learning about the environment, in the environment, and for the environment. It includes studies of places, environments, features, systems, interconnections, and the human value of outdoor places. In environmental education, the inherent value of places can be explored through philosophy, creativity and inspiration and result in attitudes and behaviours such as stewardship. Environmental education is a field of study underpinned by ecological or systems thinking and a way of knowing. It can be delivered through Geography or other subjects and courses such as history, marine studies and tourism studies.

## Skills and knowledge

### Geography - Years 9 and 10

#### Geography Year 9

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)

#### Geography Year 10

Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)

## Conservation and sustainability

### Geography - Years 9 and 10

#### Geography Year 9

The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)

The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the

future of these places (ACHGK069)

### **Geography Year 10**

The human induced environmental changes that challenge sustainability (ACHGK070)

The environmental world views of people and their implications for environmental management (ACHGK071)

The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)

The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)

The application of environmental, economic and social criteria in evaluating management responses to the change (ACHGK075)

Investigating the use of geographic information systems (GIS) by Indigenous peoples in Australia and elsewhere for managing conservation (ACHASSI002)

## **Health and wellbeing**

### **Geography - Years 9 and 10**

#### **Geography Year 9**

The perceptions people have of place, and how this influences their connections to different places (ACHGK065)

#### **Geography Year 10**

The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)