Australian CURRICULUM Review

HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

Geography – Scope and sequence 7–10

Geography		Year 7	Year 8
		Achievement standard	
		By the end of Year 7, students describe how the interactions of people and environmental processes influence the characteristics of places. They describe the importance of environmental resources. They explain the interconnections between people, places and environments and identify how these interconnections influence people and change places and environments. Students describe responses or strategies to improve the sustainability or liveability of places and environments. In response to observations or experiences with geographical phenomena or challenges, students develop questions, and use primary research methods and secondary research materials to collect relevant data, information and perspectives. They record and represent geographical data and information in a range of formats, including tables and graphs. They interpret and analyse data and information, to identify similarities and differences and describe patterns in distributions. In response to a geographical phenomenon or challenge, they draw conclusions using geographical concepts to develop a strategy. Students communicate conclusions, use geographical concepts and types of text appropriate to purpose and audience, and acknowledge materials.	By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how places are perceived and valued differently by people. They describe the effects of change on the quality of the environment. They explain interconnections within environments and between people and places. Students explain the effect of responses or sustainability strategies on change to places and environments. In response to observations or experiences with geographical phenomena or challenges, students use concepts to develop questions and identify a range of primary research methods and secondary research materials to select and compare relevant and reliable data, information and perspectives. They record and represent geographical data and information in a range of digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They interpret and analyse data and information to describe patterns and trends in distributions and infer relationships. In response to a geographical phenomenon or challenge, they draw reasoned conclusions using geographical concepts to identify perspectives, make predictions and develop and decide on a strategy Students communicate conclusions, use geographical concepts and types of text appropriate to purpose and audience, and acknowledge materials.

Strand	Sub-strand	**Content description** *Students learn about:*	
Knowledge and understanding	Physical and environmental geography	classification of environmental resources and the forms that water takes as it connects and changes places and environments (AC9HG7K01)	the geomorphological processes that produce landscapes and significant landforms, including Country/Place of spiritual, aesthetic and cultural value to First Nations People of Australia and other groups, and the effect of sustainability strategies (AC9HG8K01)
			the distribution of Australia's distinctive landscapes, compared with a country in Asia, and consequences (AC9HG8K02)
		the quantity and variability of Australia's water resources, compared with other continents (AC9HG7K02)	the interconnections between human activity and geomorphological processes resulting in change to the characteristics of places and quality of the environment (AC9HG8K03)
		the nature and distribution of water scarcity, its impacts and strategies to improve the sustainability of places, including studies drawn from Australia and West Asia and/or North Africa (AC9HG7K03)	the causes and impacts of a geomorphological hazard on people, places and the environment, and the effect of responses (AC9HG8K04)
		the ways environmental processes cause atmospheric or hydrological hazards, affect places, environments and people, and responses from communities and government (AC9HG7K04)	
	Human geography	tactors that influence the decisions people make about where to live, including perceptions of liveability and the importance of environmental resources (AC9HG7K05)	causes of urbanisation and its impact on the quality of the urban environment, drawing on a study of Indonesia or another country in Asia, including the economic, aesthetic, and cultural value of place to people (AC9HG8K05)
		variations in the distribution and location of services and facilities and implications for liveability of Australia's cities and rural and remote communities (AC9HG7K06)	differences in the distribution of urban settlements and urban concentrations between Australia and the United States of America, including causes and consequences (AC9HG8K06)
			the interconnections between people, places and environments enabling or constraining internal and international migration in Australia compared with a country in Asia (AC9HG8K07)

Australian Curriculum: Humanities and Social Sciences (HASS): Geography – Scope and sequence 7–10
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Strand	Sub-strand	Content description
		the cultural connectedness of people to Country/Place and particular environments, especially First Nations Australians, and how this influences their identity and belonging (AC9HG7K07)
		the effect of sustainability strategies on Australia's changing urban places (AC9HG8K08)
		sustainability strategies used to enhance the liveability of place, especially for young people, the aged or those with disability, including studies from Australia and Europe (AC9HG7K08)

Strand	Sub-strand	Content description *Students learn to:*
Skills	Investigating using geographical methods	plan how to investigate a geographical phenomenon or challenge by developing questions, identifying primary research methods and secondary research materials, and using ethical protocols (AC9HG8S01)
		evaluate data and information from primary research methods and secondary research materials for relevance, reliability and perspectives (AC9HG8S02)
		select, record and represent geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including field sketches, tables, graphs and maps at different scales that conform to cartographic conventions (AC9HG8S03)
	Interpreting and analysing geographical data and information	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to identify similarities and differences, explain patterns and trends in distributions, and infer relationships (AC9HG8S04)
		apply geographical concepts to draw conclusions based on the analysis of the data and information collected and identify perspectives (AC9HG8S05)
	Concluding and decision-making	identify and evaluate a strategy for individual and collective action in response to a geographical phenomenon or challenge in relation to environmental, economic, social or other factors and explain expected outcomes (AC9HG8S06)
	Communicating	communicate conclusions using geographical language and types of text appropriate to purpose and audience, and acknowledge materials (AC9HG8S07)

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Geography		Year 9	Year 10
		Achievement standard	
		By the end of Year 9, students explain how the interactions of people and environmental processes change the characteristics of places. They explain how people use the environment and the effects of human actions on the environment. They analyse interconnections between people, places and environments and explain how these interconnections influence people's activities and contribute to change for places and environments. Students explain how sustainability strategies respond to challenges or manage impacts on places and environments.	By the end of Year 10, students explain the effect of the dynamic interconnections between people and environmental processes on places at different scales. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections. They evaluate the influence of worldviews or perspectives on the selection of strategies to address challenges to the environment or human wellbeing. Students predict the consequences of sustainability strategies on people, places and environments.
		In response to observations or experiences with geographical phenomena or challenges, students use geographical concepts to develop questions and apply a range of primary research methods and use secondary research materials to select, compare and evaluate relevant and reliable geographical data and information. They record and represent multi-variable data and information in appropriate digital and non-digital forms, including tables, graphs and maps that comply with cartographic conventions. They use a range of methods and digital and geospatial technologies to interpret and analyse data and information to explain patterns and trends in distributions and infer relationships. In response to a geographical phenomenon or challenge, they draw evidenced-based conclusions using geographical concepts to develop, decide upon and justify a strategy, and predict the outcomes and consequences. Students communicate conclusions drawing on geographical knowledge, use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.	In response to observations or experiences with geographical phenomena or challenges, students use geographical concepts to develop and modify questions and critically apply a range of primary research methods and use secondary research materials to select, compare and evaluate relevant, reliable and unbiased geographical data and information. They record and represent multi-variable data and information in appropriate digital and non-digital forms, including visual representations and maps that use suitable scales and conform with cartographic conventions. They use a range of methods and digital and geospatial technologies to interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends in distributions, and infer relationships. They synthesise data and information to draw evidence-based conclusions, taking into account alternative worldviews or perspectives. In response to a geographical phenomenon or challenge, they evaluate their findings develop, decide upon and justify a strategy and explain the predicted outcomes and consequences. Students communicate conclusions drawing on relevant geographical knowledge, use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials.
Strand	**Sub-strand**	**Content description** *Students learn about:*	
Knowledge and understanding	Physical and environmental geography	the distribution and characteristics of biomes as regions and the effect of interconnections of environmental processes on their structure and function in places (AC9HG9K01)	the human–environmental interconnections that influence the sustainability of places at different scales, including relationships between the distributions of biodiversity hotspots (AC9HG10K01)
		the effects on environments of human alteration of biomes to produce food, industrial materials and fibres (AC9HG9K02)	the factors influencing the cultural values and worldviews of people, particularly First Nations Australians, and their implications for the management of processes of change on environments, including to meet cultural custodial responsibilities (AC9HG10K02)
		the interconnections between environmental, economic and technological factors that influence crop yields in Australia and a country in Asia (AC9HG9K03)	causes and consequences of an environmental change and sustainability strategies in the context of either land, inland water, coast, marine or urban environments at different scales, including studies from Australia and at least one other country with reference to environmental, economic or social criteria (AC9HG10K03)
		sustainability strategies for managing challenges to food production in Australia and other areas of the world, including land and water degradation, shortage of fresh water, competing land uses and climate change (AC9HG9K04)	
	Human geography	the ways in which changing transport and information and communications technologies have affected people's connections to different places (AC9HG9K05)	the methods used to measure spatial variations in human wellbeing and development and how these can be applied to determine differences between places at the global scale (AC9HG10K04)
		the distribution of the production and consumption of goods and services and the ways that places and people are, consequently, interconnected through trade in goods and services, at all scales (AC9HG9K06)	reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies from within India or another country in Asia (AC9HG10K05)
		the effects on environments of change to the production and consumption of goods throughout the world, including a country from North-East Asia (AC9HG9K07)	the interconnections of contemporary environmental, economic, political, social and technological factors, particularly for First Nations Australians, and how this affects human wellbeing and development (AC9HG10K06)
		sustainability strategies for managing the impacts on places resulting from people's travel, recreation, cultural and leisure choices (AC9HG9K08)	the role, perspectives and actions of national governments and international non-government organisations in implementing sustainability strategies to change spatial variations in human wellbeing in Australia compared with a country in Asia and a country in the Pacific (AC9HG10K07)

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Strand	Sub-strand	Content description *Students learn to:*
Skills	Investigating using geographical methods	plan how to investigate a geographical phenomenon or challenge by using geographical concepts to develop and modify a range of questions, using a range of relevant primary research methods and secondary research materials and selecting appropriate ethical protocols (AC9HG10S01)
		evaluate data and information from primary research methods and secondary research materials for relevance, reliability, bias and a range of perspectives (AC9HG10S02)
		select, record and represent relevant multi-variable geographical data and information using geospatial technologies as appropriate in a range of digital and non-digital formats, including interviews and surveys, tables and graphs, and visual representations and maps at suitable scales that conform to cartographic conventions (AC9HG10S03)
	Interpreting and analysing geographical data and information	interpret and analyse geographical data and information using digital and geospatial technologies where appropriate to make generalisations and predictions, explain patterns and trends in distributions, and infer relationships (AC9HG10S04)
		apply geographical concepts to synthesise data and information, drawing and justifying conclusions, and explaining perspectives (AC9HG10S05)
	Concluding and decision-making	analyse and recommend strategies for individual and collective action in response to a geographical phenomenon or challenge (AC9HG10S06)
		evaluate strategies by applying environmental, economic, political, technological or social criteria, decide how to respond and explain and justify the expected outcomes and consequences (AC9HG10S07)
	Communicating	communicate conclusions drawing on geographical knowledge, use geographical concepts and a range of types of text appropriate to purpose and audience, and reference materials (AC9HG10S08)

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