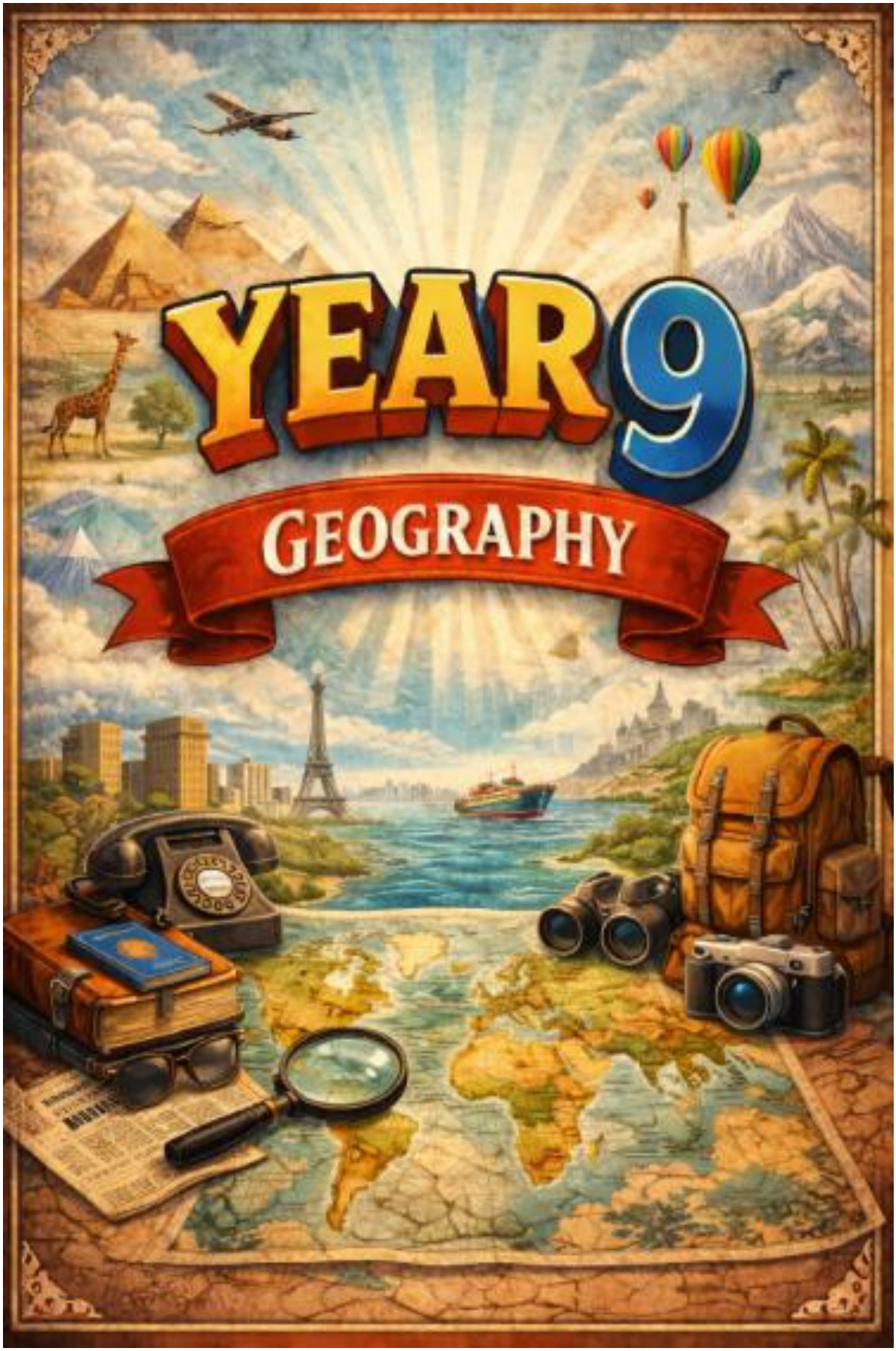
YEAR 9
GEOGRAPHY

Year 9 Geography

Program

Home Schooling

2026

History

Rationale

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry, including understanding and observing ethical practices.

The study of Geography enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Aim

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Objectives

Early Stage 1 – Stage 5

Knowledge and understanding

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments.

Skills

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Values and attitudes

Students value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

Outcomes

Table of objectives and outcomes – continuum of learning

Objectives

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments

Early Stage 1 outcomes A student:	**Stage 1 outcomes** A student:	**Stage 2 outcomes** A student:	**Stage 3 outcomes** A student:	**Stage 4 outcomes** A student:	**Stage 5 outcomes** A student:
GEe-1 identifies places and develops an understanding of the importance of places to people	**GE1-1** describes features of places and the connections people have with places	**GE2-1** examines features and characteristics of places and environments	**GE3-1** describes the diverse features and characteristics of places and environments	**GE4-1** locates and describes the diverse features and characteristics of a range of places and environments	**GE5-1** explains the diverse features and characteristics of a range of places and environments
	GE1-2 identifies ways in which people interact with and care for places	**GE2-2** describes the ways people, places and environments interact	**GE3-2** explains interactions and connections between people, places and environments	**GE4-2** describes processes and influences that form and transform places and environments	**GE5-2** explains processes and influences that form and transform places and environments
		GE2-3 examines differing perceptions about the management of places and environments	**GE3-3** compares and contrasts influences on the management of places and environments	**GE4-3** explains how interactions and connections between people, places and environments result in change	**GE5-3** analyses the effect of interactions and connections between people, places and environments
				GE4-4 examines perspectives of people and organisations on a range of geographical issues	**GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
				GE4-5 discusses management of places and environments for their sustainability	**GE5-5** assesses management strategies for places and environments for their sustainability
				GE4-6 explains differences in human wellbeing	**GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing

Objectives

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information

Early Stage 1 outcomes A student:	**Stage 1 outcomes** A student:	**Stage 2 outcomes** A student:	**Stage 3 outcomes** A student:	**Stage 4 outcomes** A student:	**Stage 5 outcomes** A student:
GEe-2 communicates geographical information and uses geographical tools	**GE1-3** communicates geographical information and uses geographical tools for inquiry	**GE2-4** acquires and communicates geographical information using geographical tools for inquiry	**GE3-4** acquires, processes and communicates geographical information using geographical tools for inquiry	**GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry	**GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
				GE4-8 communicates geographical information using a variety of strategies	**GE5-8** communicates geographical information to a range of audiences using a variety of strategies

Outcomes Registrations

Stage 5 outcomes A student:	**Registration:**
GE5-1 explains the diverse features and characteristics of a range of places and environments	
GE5-2 explains processes and influences that form and transform places and environments	
GE5-3 analyses the effect of interactions and connections between people, places and environments	
GE5-4 accounts for perspectives of people and organisations on a range of geographical issues	
GE5-5 assesses management strategies for places and environments for their sustainability	
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing	
GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry	
GE5-8 communicates geographical information to a range of audiences using a variety of strategies	

Stage 5 Content

Geographical concepts

The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching students to think geographically.

The K–10 Geographical Concepts Continuum provides an overview of when each concept is introduced to students and examples of how students' understanding of concepts may be developed across their Stages of learning.

place

The concept of place is about the significance of places and what they are like.
An understanding of the concept of place may be developed in the following ways:

- Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example, landforms and people, while others are intangible, for example, scenic quality and culture.
- Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities.
- The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales.
- The places in which we live are created, changed and managed by people.
- Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.
- The sustainability of places may be threatened by a range of factors, for example, natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource; and environmental degradation.

space

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.
An understanding of the concept of space may be developed in the following ways:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.
- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes.

environment

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.
An understanding of the concept of environment may be developed in the following ways:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.
- 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. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be managed but not eliminated by prevention, mitigation and preparedness.

interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

An understanding of the concept of interconnection may be developed in the following ways:

- People and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
- Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.

scale

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

An understanding of the concept of scale may be developed in the following ways:

- Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale.
- Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

sustainability

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

An understanding of the concept of sustainability may be developed in the following ways:

- Sustainability is both a goal and a way of thinking about how to progress towards that goal.
- Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).
- An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions.
- There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.

change

The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

An understanding of the concept of change may be developed in the following ways:

- Environmental change can occur over both short and long-term time frames, and both time scales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, and affects places differently.
- 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 preferred and more sustainable futures.

K–10 Geographical concepts continuum

	Place *the significance of places and what they are like*	**Space** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in*	**Environment** *the significance of the environment in human life, and the important interrelationships between humans and the environment*	**Interconnection** *no object of geographical study can be viewed in isolation*	**Scale** *the way that geographical phenomena and problems can be examined at different spatial levels*	**Sustainability** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*	**Change** *explaining geographical phenomena by investigating how they have developed over time*
Stage	**Students demonstrate an understanding of:**						
ES1	• places students live in and belong to and why they are important	• location of a place in relation to other familiar places	• how and why places should be looked after				
1	• location and features of local places and other places in the world	• where activities are located and how spaces can be organised	• natural and human features of a place • daily and seasonal weather patterns of places	• local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place	• various scales by which places can be defined such as local suburbs, towns and large cities		
2	• natural and human features and characteristics of different places and their similarities and differences • how people's perceptions about places influence their responses and actions to protect them	• settlement patterns within Australia, neighbouring countries and other countries	• how climate and environment influence settlement patterns • interconnections between people and environments • differing ways people can use environments sustainably	• interconnections between people, places and environments • influence of people's values on the management and protection of places and environments and the custodial responsibilities of Aboriginal and Torres Strait Islander Peoples	• types of settlement across a range of scales • the influence of climate across a range of scales	• ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources • differing views about environmental sustainability • sustainable management of waste	

	Place *the significance of places and what they are like*	**Space** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in*	**Environment** *the significance of the environment in human life, and the important interrelationships between humans and the environment*	**Interconnection** *no object of geographical study can be viewed in isolation*	**Scale** *the way that geographical phenomena and problems can be examined at different spatial levels*	**Sustainability** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*	**Change** *explaining geographical phenomena by investigating how they have developed over time*
Stage	**Students demonstrate an understanding of:**						
3	• characteristics of places on a global level	• global patterns of spatial distribution • how people organise and manage spaces in their local environment	• how the environment influences people and places • how people influence the environment • the effect of natural disasters on the environment	• how environments influence where people live • ways people influence the characteristics of their environments • diversity of cultures and peoples around the world	• environmental and human characteristics of places on local, regional and global scales • the effect of global events on people and places locally, regionally and globally	• extent of environmental change • environmental management practices • sustainability initiatives	• changes to environmental and human characteristics of places
4	• factors influencing people's perceptions of places • the special significance place has to some people • the effect of global trade, transport, information and communication technologies on places across the world	• spatial distribution of landscapes, global water resources and natural hazards • how location influences the ways people organise places	• processes that form and transform landscapes and landforms across the world • the aesthetic, cultural, spiritual and economic value of environments to people • the effect of human activities on natural and human environments	• how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places • how people affect the environment such as people's use of water on its quality and availability as a resource	• management of geographical challenges across a range of scales from local to global • responses and actions undertaken by governments, organisations and individuals • communities operating at local and global scales	• pressures on the Earth's water resources and landscapes • the need to manage environments for a long-term future • sustainable management approaches	• changes to resources, landscapes and places over time through natural and human geographical processes and events • the effect of management strategies in reducing the impact of natural and human processes

	Place *the significance of places and what they are like*	**Space** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in*	**Environment** *the significance of the environment in human life, and the important interrelationships between humans and the environment*	**Interconnection** *no object of geographical study can be viewed in isolation*	**Scale** *the way that geographical phenomena and problems can be examined at different spatial levels*	**Sustainability** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*	**Change** *explaining geographical phenomena by investigating how they have developed over time*
Stage	**Students demonstrate an understanding of:**						
5	• the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community	• location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing • conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses	• the function and importance of the environment • the quality of the environment • significant environmental challenges • approaches to environmental management	• consequences of migration patterns on the location of origin and destination • the economic, social and environmental factors influencing spatial variations in global human wellbeing	• interactions between geographical processes at different scales • local alterations to environments can have global consequences • changes at a global level can affect local environments • management and protection of places and environments at local, regional, national and global scales	• short and long-term implications of environmental change on environments • the importance of sustainable practices to ensure the wellbeing of people • sustainable environmental worldviews and management approaches	• biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations • the consequences of urbanisation • the protection of places and environments as a result of sustainable management practices

Geographical inquiry skills

Geographical inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or collaborative investigations that start with geographical questions and proceed through the collection, evaluation, interpretation and analysis of information to the development of conclusions and proposals for actions. Students apply their geographical skills and use geographical tools during an inquiry process to acquire, process and communicate geographical information and form proposals, and where appropriate, act upon them. Inquiries may vary in scale and geographical context. Fieldwork provides opportunities for students to be involved in an active inquiry outside the classroom.

It is not intended that students would always undertake a complete inquiry process. For example, teachers could provide students with data to represent or analyse rather than have students acquire or collect the information themselves. Throughout the years of schooling, inquiry will progressively move from more teacher-centred to more student-centred as students develop skills and experience with inquiry processes.

The stages of a complete inquiry are:

Acquiring geographical information

- identify an issue or problem
- develop geographical questions to investigate the issue or problem
- collect primary geographical data
- gather geographical information from secondary sources
- record information

Processing geographical information

- evaluate data and information for reliability and bias
- represent data and information in appropriate forms
- interpret data and information gathered
- analyse findings and results
- draw conclusions

Communicating geographical information

- communicate the results using a variety of strategies appropriate to the subject matter, purpose and audience
- reflect on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry
- propose actions and predict outcomes
- where appropriate, take action.

K–10 Geographical inquiry skills continuum

	Acquiring geographical information	Processing geographical information	Communicating geographical information
Stage	**Students:**		
ES1	• pose questions and make observations (ACHGS001) • record geographical data and information (ACHGS002)	• represent data using charts or graphs (ACHGS003) • draw conclusions based on discussions of observations (ACHGS004)	• present information (ACHGS005) • reflect on their learning (ACHGS006)
1	• pose geographical questions (ACHGS007, ACHGS013) • collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014)	• represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015) • draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010, ACHGS016)	• present findings in a range of communication forms (ACHGS011, ACHGS017) • reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018)
2	• develop geographical questions to investigate (ACHGS019, ACHGS026) • collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet (ACHGS020, ACHGS027)	• represent data by constructing tables, graphs and maps (ACHGS021, ACHGS028) • represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS022, ACHGS029) • interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023, ACHGS030)	• present findings in a range of communication forms (ACHGS024, ACHGS031) • reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025, ACHGS032)
3	• develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040) • collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041)	• evaluate sources for their usefulness (ACHGS035, ACHGS042) • represent data in different forms, for example, plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042) • represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043) • interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044)	• present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045) • 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 (ACHGS039, ACHGS046)

	Acquiring geographical information	Processing geographical information	Communicating geographical information
Stage	**Students:**		
4	• develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055) • collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)	• evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS056) • represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057) • represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058) • 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, ACHGS059) • apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)	• present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061) • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062)
5	• develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072) • collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073)	• evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS073) • represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074) • represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075) • evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076) • apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077) • identify how geographic information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)	• present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079) • reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080)

Geographical tools

Geographical tools are used by geographers during an inquiry to acquire, process and communicate geographical information.

Students are to be provided with opportunities to engage with each of the geographical tools during each Stage of learning. Teachers will make decisions about the specific geographical tools appropriate to support the intended learning for the Stage. Some students with disability may require adjustments to access the selected geographical tool.

The K–10 Geographical Tools Continuum provides examples of tools students may use in each Stage of learning.

It is intended that students progressively move from using tools to interpret geographical data and information in the earlier Stages of learning, to being able to develop and create tools for representing, synthesising and communicating the findings of geographical inquiry.

maps – M

Maps take many forms and include digital and non-digital mediums. Examples include, but are not limited to, pictorial maps, large-scale and small-scale maps, relief maps, choropleth maps, flowline maps, cadastral maps, isoline maps, land use maps, physical maps, political maps, précis maps, cultural mapping, road maps, thematic maps, tactile maps, topographic maps and special-purpose maps. Maps are used to locate, visualise, represent, display and record spatial data.

fieldwork – F

Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry. Fieldwork can enhance learning opportunities for all students because it caters for a variety of teaching and learning approaches. The enjoyable experience of active engagement in fieldwork helps to create and nurture a lifelong interest in and enthusiasm for the world students live in.

Fieldwork involves observing, measuring, collecting and recording information outside the classroom. Fieldwork can be undertaken within the school grounds, around local neighbouring areas or at more distant locations. In some instances, it may be necessary to use information and communication technology to undertake virtual fieldwork.

When conducting fieldwork, there are ethical issues to consider such as impacts on environments, implications for plants and animals, or intellectual property where fieldwork involves people. If the fieldwork is proposed for Aboriginal sites or about Aboriginal Peoples, Indigenous cultural and intellectual property is an ethical consideration.

In those cases, participants should be familiar with a range of cultural protocols for working with Aboriginal communities and ensure appropriate consultation with local communities and education consultation occurs. (Further information on these protocols can be found in *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols* on the NESA website.)

Fieldwork enables students to:

- acquire knowledge about environments by observing, mapping, measuring and recording phenomena in the real world in a variety of places, including the school
- explore geographical processes that form and transform environments
- use a range of geographical tools to assist in the interpretation of, and decision-making about, geographical phenomena
- locate, select, organise and communicate geographical information
- explore different perspectives on geographical issues.

Fieldwork activities should be carefully planned to achieve syllabus outcomes. Fieldwork activities should be integrated with the teaching and learning program to take full advantage of the enhanced understanding that can be achieved through direct observation, field measurements and inquiry learning. Fieldwork activities may be specific to a topic or may be integrated across the Geography curriculum.

Students must undertake and participate in fieldwork in each Stage of learning. In the early years of learning students should be guided to observe their local area such as weather and vegetation or interviewing family and community members about connections to other places. Some students with disability may require adjustments and/or additional support in order to engage in fieldwork.

There will be an increasing emphasis on independent observation and analysis of data in Stages 4–5. There are many opportunities for fieldwork in Stages 4–5 such as investigating geomorphic processes that create local landscapes, investigating the characteristics of a local place or observing aspects of human-induced environmental changes that challenge sustainability in local or regional landscapes.

GRaphs and statistics – GS

Graphs, also called charts, take many forms and include digital and non-digital mediums. Examples include, but are not limited to, tally charts, pictographs, column graphs, line graphs, pie graphs, weather charts, climate graphs and population profiles.

Statistics also take many forms and include digital and non-digital mediums. Students will begin with basic data tables and progress to complex representations of statistics on common themes.

Graphs and statistics are used to collate, organise, illustrate, summarise and compare patterns, relationships and trends in geographical data and information.

spatial technologies – ST

Spatial technologies include any software or hardware that interacts with real world locations. Examples include, but are not limited to, virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing and augmented reality. Spatial technologies are used to visualise, manipulate, analyse, display and record spatial data.

visual representations – VR

Visual representations take many forms and include digital and non-digital mediums. Examples include, but are not limited to, diagrams, images, photographs, paintings, illustrations, symbols, models, posters, collages, cartoons, multimedia, infographics and mind maps. Visual representations are used to display, visualise, analyse and communicate geographical data and information.

K–10 Geographical tools continuum

	Maps M	Fieldwork F	Graphs and Statistics GS	Spatial Technologies ST	Visual Representations VR
Stage	**Examples may include:**				
ES1	• pictorial maps	• observing and recording data	• tally charts • pictographs	• virtual maps	• photographs • illustrations • story books • multimedia
1	• pictorial maps, large-scale maps, world map, globe	• observing, collecting and recording data, conducting surveys	• tally charts • pictographs • data tables • column graphs • weather data	• virtual maps • satellite images	• photographs • illustrations • diagrams • story books • multimedia • web and app tools
2	• large-scale maps, world map, globe, sketch maps • maps to identify location, direction, distance, map references, spatial distributions and patterns	• observing, measuring, collecting and recording data, conducting surveys or interviews • fieldwork instruments such as measuring devices, maps, photographs	• tally charts • pictographs • data tables • column graphs • simple statistics	• virtual maps • satellite images • global positioning systems (GPS)	• photographs • illustrations • diagrams • story books • multimedia • web and app tools
3	• large-scale maps, small-scale maps, sketch maps, political maps, topographic maps, flowline maps • maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns	• observing, measuring, collecting and recording data, conducting surveys and interviews • fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS	• pictographs • data tables • column graphs • line graphs • climate graphs • multiple graphs on a geographical theme • statistics to find patterns	• virtual maps • satellite images • global positioning systems (GPS)	• photographs • aerial photographs • illustrations • flow diagrams • annotated diagrams • multimedia • web and app tools
4	• sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cultural mapping, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief	• observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS	• data tables • pie graphs • column graphs • compound column graphs • line graphs • climate graphs • population profiles • multiple tables and graphs presented on a geographical theme • statistics to find patterns and trends	• virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS)	• photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field sketches • cartoons • web and app tools

	Maps M	Fieldwork F	Graphs and Statistics GS	Spatial Technologies ST	Visual Representations VR
Stage	**Examples may include:**				
5	• relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, cultural mapping, special-purpose maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief	• observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing	• data tables • pie graphs • column graphs • compound column graphs • line graphs • scatter graphs • climate graphs • population profiles • multiple tables and graphs presented on a geographical theme • statistics to find patterns and trends; and to account for change	• virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS) • remote sensing data • augmented reality	• photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field and photo sketches • cartoons • mind maps • web and app tools

Content

Early Stage 1

People Live in Places

Stage 1

Features of Places

People and Places

Stage 2

Places are Similar and Different

The Earth's Environment

Stage 3

Factors that Shape Places

A Diverse and Connected World

Stage 4

Landscapes and Landforms

Place and Liveability

Water in the World

Interconnections

Stage 5

Sustainable Biomes

Changing Places

Environmental Change and Management

Human Wellbeing

Content for Stage 5

(100 hours minimum teaching time)

Sustainable Biomes	Changing Places
Environmental Change and Management	Human Wellbeing

overview of teaching and learning

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content including knowledge and understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. All students must undertake fieldwork in Stage 5.
Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

the following geographical concepts are to be integrated throughout stage 5:

- **Place:** *the significance of places and what they are like* eg the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in* eg location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing; conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg the function and importance of the environment; the quality of the environment; significant environmental challenges; approaches to environmental management.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg consequences of migration patterns on the location of origin and destination; the economic, social and environmental factors influencing spatial variations in global human wellbeing.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg interactions between geographical processes at different scales; local alterations to environments can have global consequences; changes at a global level can impact local environments; management and protection of places and environments at local, regional, national and global scales.
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* eg short and long-term implications of environmental change on environments; the importance of sustainable practices to ensure the wellbeing of people; sustainable environmental worldviews and management approaches.
- **Change:** *explaining geographical phenomena by investigating how they have developed over time* eg biomes altered to produce food, industrial materials and fibres and the environmental effects of these

alterations; the consequences of urbanisation; the protection of places and environments as a result of sustainable management practices.

the following geographical inquiry skills are to be integrated throughout stage 5:

Acquiring geographical information

- develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072)
- collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073)

Processing geographical information

- evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS073)
- represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)
- represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075)
- evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)
- apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)
- identify how geographic information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)

Communicating geographical information

- present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)
- reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080)

the following geographical tools are to be integrated throughout stage 5:

Examples may include:

Maps – M

- relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, cultural mapping, special-purpose maps, cartograms, synoptic charts

- maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief

Fieldwork – F

- observing, measuring, collecting and recording data, developing and conducting surveys and interviews
- fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing

Graphs and statistics – GS

- data tables, pie graphs, column graphs, compound column graphs, line graphs, scatter graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends, and to account for change

Spatial technologies – ST

- virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS), remote sensing data, augmented reality

Visual representations – VR

- photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field and photo sketches, cartoons, mind maps, web and app tools

sustainable biomes

OUTCOMES

A student:

- explains the diverse features and characteristics of a range of places and environments **GE5-1**
- explains processes and influences that form and transform places and environments **GE5-2**
- analyses the effect of interactions and connections between people, places and environments **GE5-3**
- assesses management strategies for places and environments for their sustainability **GE5-5**
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

CONTENT FOCUS

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

CONTENT

Biomes

Students:

- investigate the distribution and physical characteristics of biomes, for example: (ACHGK060)
  - examination of the spatial distribution of biomes **M ST**
  - identification of biomes used to produce food, industrial materials and fibres **VR**

- explanation of the impact of the climate, soils and vegetation of a biome on its productivity **GS VR**

Changing biomes

Students:

- investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example: (ACHGK061)
  - examination of human alterations to the physical characteristics of biomes eg vegetation removal, agriculture, land terracing, irrigation, mining **VR**
  - assessment of environmental impacts of human alterations to biomes eg habitat and biodiversity loss, water pollution, salinity **GS ST**
  - discussion of successful sustainability strategies that minimise environmental impacts

Biomes produce food

Students:

- investigate environmental, economic and technological factors that influence agricultural yields in Australia and across the world, for example: (ACHGK062)
  - examination of how environmental factors influence agricultural yields eg temperature, water availability, soil, topography **F**
  - discussion of economic factors affecting agricultural yields eg global trade, commercialisation of agriculture **GS**
  - explanation of how technology is used to increase agricultural yields eg innovations and advancements in farming practices **VR**

Challenges to food production

Students:

- investigate environmental challenges to food production for Australia and other areas of the world, for example: (ACHGK063)
  - description of the impact of water scarcity and pollution on food production **VR**
  - discussion of the impact of land degradation and competing land uses on food production eg urban expansion, biofuel production **F ST**
  - assessment of the extent to which climate change can affect the capacity of countries to increase food production **GS**

Food security

Students:

- investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world, for example: (ACHGK064)
  - assessment of the capacity of biomes to produce food into the future

- analysis of population projections to predict future demand for food **M GS**
- examination of sustainable practices used to achieve food security **VR**
- discussion of the potential for Australia to contribute to global food security

changing places

OUTCOMES

A student:

- explains processes and influences that form and transform places and environments **GE5-2**
- analyses the effect of interactions and connections between people, places and environments **GE5-3**
- assesses management strategies for places and environments for their sustainability **GE5-5**
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

CONTENT FOCUS

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

CONTENT

Causes and consequences of urbanisation

Students:

- investigate the causes and consequences of urbanisation with reference to ONE Asian country, for example: (ACHGK054)

- identification of spatial distribution patterns **M GS**
- description of the causes of urbanisation
- examination of economic, social or environmental consequences of urbanisation **VR**

Urban settlement patterns

Students:

- investigate differences in urban settlement patterns between Australia and another country, for example: (ACHGK055)
  - examination of urban settlements to determine patterns of concentration **GS ST**
  - explanation of factors influencing urban concentration eg climate and topography, transportation networks, land use or perceptions of liveability **F VR**
  - assessment of the consequences of urban concentrations on the characteristics, liveability and sustainability of places

Internal migration

Students:

- investigate reasons for and effects of internal migration in Australia and another country, for example: (ACHGK056, ACHGK057)
  - analysis of trends in temporary and permanent internal migration **GS**
  - discussion of economic, social or environmental consequences of internal migration on places of origin and destination

International migration

Students:

- investigate the reasons for and effects of international migration to Australia, for example: (ACHGK058)
  - analysis of international migration patterns **M GS**
  - explanation of where and why international migrants settle within Australia **M**
  - examination of characteristics and spatial patterns of Australia's cultural diversity **F VR**

Australia's urban future

Students:

- investigate the management and planning of Australia's urban future, for example: (ACHGK059)
  - description of Australia's projected population growth **GS**
  - discussion of the implication of population forecasts for the future growth and sustainability of urban places

- explanation of strategies used to create economically, socially and environmentally sustainable urban places
- proposal of ways for individuals and communities to contribute to a sustainable urban future

environmental change and management

OUTCOMES

A student:

- explains processes and influences that form and transform places and environments **GE5-2**
- analyses the effect of interactions and connections between people, places and environments **GE5-3**
- accounts for perspectives of people and organisations on a range of geographical issues **GE5-4**
- assesses management strategies for places and environments for their sustainability **GE5-5**
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

CONTENT FOCUS

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

CONTENT

Environments

Students:

- investigate the role and importance of natural environments, for example:
  - identification of the function of natural environments in supporting life eg maintaining biodiversity **F VR**

Environmental change

Students:

- investigate human-induced environmental changes across a range of scales, for example: (ACHGK070)
  - brief examination of types, and extent, of environmental change **F VR**

Environmental management

Students:

- investigate environmental management, including various worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK071, ACHGK072)
  - discussion of varying environmental management approaches and perspectives

Investigative study

Select ONE type of environment in Australia as the context for a comparative study with at least ONE other country.

Students:

- investigate the biophysical processes essential to the functioning of the selected environment
  - explanation of how the biophysical processes operating in the environment maintain its functioning **F**
- investigate the causes, extent and consequences of the environmental change (ACHGK073)
  - examination of the causes and extent of change to the environment in each country **M GS**
  - analysis of the short and long-term consequences of the environmental change in each country
- investigate the management of the environmental change, for example: (ACHGK074, ACHGK075)
  - discussion of the factors influencing the management responses in each country eg worldviews, competing demands, technology, climate change
  - comparison and evaluation of the effectiveness of the management responses in achieving environmental sustainability
  - proposal of how individuals could contribute to achieving environmental sustainability for the environment in each country

human wellbeing

OUTCOMES

A student:

- explains the diverse features and characteristics of a range of places and environments **GE5-1**
- explains processes and influences that form and transform places and environments **GE5-2**
- analyses differences in human wellbeing and ways to improve human wellbeing **GE5-6**
- acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
- communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-6, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

CONTENT FOCUS

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

CONTENT

Human wellbeing and development

Students:

- investigate ways of measuring and mapping human wellbeing and development, for example: (ACHGK076)
  - examination of global indicators and benchmarks for human wellbeing **GS**
  - description of ways of measuring and mapping human wellbeing and development for the purpose of identifying and analysing spatial variations

- analysis of contemporary trends in human wellbeing and development **GS**

Spatial variations in human wellbeing

Students:

- investigate causes, issues and consequences of spatial variations in human wellbeing, for example: (ACHGK077, ACHGK078, ACHGK079)
  - description of spatial variations in human wellbeing and development between and within countries using selected indicators **M GS**
  - examination of reasons for and consequences of spatial variations in human wellbeing and development **VR**
  - discussion of issues affecting the development of places and their impact on human wellbeing in ONE country or region **ST**

Human wellbeing in Australia

Students:

- investigate the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)
  - identification of differences in human wellbeing in Australia using a range of indicators **GS**
  - examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia eg cultural groups, unemployed, the aged, young people, people with disabilities **VR**
  - analysis of how human wellbeing is influenced by where people live in Australia **M**

Improving human wellbeing

Students:

- investigate initiatives to improve human wellbeing in Australia and other countries, for example: (ACHGK081)
  - evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing
  - discussion of the role individuals play in improving human wellbeing
  - proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia

Textbook Register

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