

	YEAR 7	YEAR 8	YEAR 9	YEAR 10					
Year level focus	<p>There are two units of study in Year 7: Water in the world and Place and liveability</p> <p><i>Water in the world</i> 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. <i>Water in the world</i> 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><i>Place and liveability</i> 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>There are two units of study in Year 8: Landscapes and landforms and Changing nations</p> <p><i>Landforms and landscapes</i> 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. <i>Landforms and landscapes</i> 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><i>Changing nations</i> 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 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>There are two units of study in Year 9: Biomes and food security and Geographies of interconnections</p> <p><i>Biomes and food security</i> 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>There are two units of study in Year 10: Environmental change and management and Geographies of human wellbeing</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>					
Key inquiry questions	<ul style="list-style-type: none"> How does people's reliance on places and environments influence their perception of them? What effect does the uneven distribution of resources and services have on the lives of people? What approaches can be used to improve the availability of resources and access to services? 	<ul style="list-style-type: none"> How do environmental and human processes affect the characteristics of places and environments? How do the interconnections between places, people and environments affect the lives of people? What are the consequences of changes to places and environments and how can these changes be managed? 	<ul style="list-style-type: none"> What are the causes and consequences of change in places and environments and how can this change be managed? What are the future implications of changes to places and environments? Why are interconnections and interdependencies important for the future of places and environments? 	<ul style="list-style-type: none"> How can the spatial variation between places and changes in environments be explained? What management options exist for sustaining human and natural systems into the future? How do world views influence decisions on how to manage environmental and social change? 					
Key concepts	<p>The Australian Curriculum: Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making. They are the key ideas involved in teaching students to think geographically:</p> <ul style="list-style-type: none"> Place – The concept of place is about the significance of places and what they are like. 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. 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. The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. Environment – The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. Interconnection – The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. Places and the people and organisations in them 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. 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. Sustainability is both a goal and a way of thinking about how to progress towards that goal. Scale – The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. 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. Change – The concept of change is about explaining geographical phenomena by investigating how they have developed over time. Environmental change can occur over both short and long time frames, and both time scales have interrelationships with human activities. 								
Geographical knowledge and understanding	UNIT 1 – WATER IN THE WORLD	<ul style="list-style-type: none"> The classification of environmental resources and the forms that water takes as a resource The ways that flows of water connect places as it moves through the environment and the way this affects places The quantity and variability of Australia's water resources compared with those in other continents The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region The causes, impacts and responses to an atmospheric or hydrological hazard 	<ul style="list-style-type: none"> The different types of landscapes and their distinctive landform features The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples The geomorphic processes that produce landforms, including a case study of at least one landform The human causes and effects of landscape degradation The ways of protecting significant landscapes The causes, impacts and responses to a geomorphological hazard 	UNIT 1 – BIOMES AND FOOD SECURITY	<ul style="list-style-type: none"> The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations The environmental, economic and technological factors that influence crop yields in Australia and across the world The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world 	UNIT 1 – ENVIRONMENTAL CHANGE AND MANAGEMENT	<ul style="list-style-type: none"> The human-induced environmental changes that challenge sustainability The environmental worldviews of people and their implications for environmental management The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included. The application of human–environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated The application of geographical concepts and methods to the management of the environmental change being investigated The application of environmental, economic and social criteria in evaluating management responses to the change 		
	UNIT 2 – PLACE AND LIVEABILITY	<ul style="list-style-type: none"> The factors that influence the decisions people make about where to live and their perceptions of the liveability of places The influence of accessibility to services and facilities on the liveability of places The influence of environmental quality on the liveability of places The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe 	UNIT 2 – CHANGING NATIONS	<ul style="list-style-type: none"> The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences The reasons for and effects of internal migration in Australia The reasons for and effects of internal migration in China The reasons for and effects of international migration in Australia The management and planning of Australia's urban future 	UNIT 2 – GEOGRAPHIES OF INTERCONNECTIONS	<ul style="list-style-type: none"> The perceptions people have of place, and how this influences their connections to different places The way transportation and information and communication technologies are used to connect people to services, information and people in other places The ways that places and people are interconnected with other places through trade in goods and services, at all scales The effects of the production and consumption of goods on places and environments throughout the world and including a country from North–East Asia The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places 	UNIT 2 – GEOGRAPHIES OF HUMAN WELLBEING	<ul style="list-style-type: none"> The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places The reasons for spatial variations between countries in selected indicators of human wellbeing The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries 	
Geographical inquiry and skills	Observing, questioning and planning	<ul style="list-style-type: none"> Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts 			<ul style="list-style-type: none"> Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts 				
	Collecting, recording, evaluating and representing	<ul style="list-style-type: none"> Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources 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 Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate 			<ul style="list-style-type: none"> Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies Represent the spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate 				
	Interpreting, analysing and concluding	<ul style="list-style-type: none"> 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 Apply geographical concepts to draw conclusions based on the analysis of the data and information collected 			<ul style="list-style-type: none"> 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 Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view Identify how geographic information systems (GIS) might be used to analyse geographical data and make prediction 				
	Communicating	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> 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 				
	Reflecting and responding	<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> Reflect on and evaluate the findings of the 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 				
Achievement standards	Year 7 achievement standard	<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.</p>		Year 8 achievement standard	<p>By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.</p>		Year 9 achievement standard	<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.</p>	
	Year 10 achievement standard	<p>By the end of Year 10, students explain how the interaction between geographical processes at different scales can change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.</p> <p>Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.</p>							