Humanities – Geography scope and sequence: Foundation to Level 10

| **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| **Achievement standard** |  |  |  |  |
| By the end of Level 2, students define places and describe natural and constructed features of places, including weather and seasons; the importance of people’s attachments to places; and how places can change and be cared for. Students identify and describe people’s interconnections with places in Australia and the world, both at local and broader scales.  Students ask geographical questions, and they collect, sort and record related information and data from observations and provided sources. They represent and describe the information collected to draw conclusions and make proposals. Students use sources and geographical knowledge and concepts, and share observations about places. | By the end of Level 4, students identify and describe characteristics of diverse places and environments. They describe the functions and the characteristics of world climates and vegetation, interconnections between Australia and other parts of the world, and the sustainability of natural resources.  Students develop questions and locate, collect and record information and data from a range of sources in a range of formats. They represent and analyse the information collected and draw conclusions. Students propose considered actions or responses and their impact. They use ideas from sources, geographical knowledge and concepts (space, interconnection and environment) to describe the diversity of places and environments. | By the end of Level 6, students explain the influence of people on the characteristics of places, how they change and their sustainable management. They identify the major geographical divisions of the world and explain the geographical diversity of places and the impacts of interconnections between Australia and other countries. Students explain bushfires and other climate hazards and consider how their impacts can be reduced. They analyse some of the major economic, demographic and social differences between countries around the world.  Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They represent and interpret information in different formats to describe patterns, trends and relationships. They analyse information and develop evidence-based conclusions. Students propose actions or responses to an issue or challenge and use criteria to assess the possible impacts. They select and organise ideas and findings from sources, using geographical knowledge and concepts (place, interconnection, environment and sustainability) to present descriptions and explanations. | By the end of Level 8, students explain the interconnections between people and places and environments, and environmental processes. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon, issue or challenge, referring to environmental, economic or social factors. They explain the sustainable management of water as a valuable renewable resource. Students explain liveability and consider the ways in which it is measured and changed by people. They analyse ways that human activities change landforms and landscapes and ways of managing and protecting them. Students explain the processes and patterns of urbanisation, issues for the sustainability of Australia’s cities and impacts of climate change.  Students develop relevant questions about a geographical phenomenon, issue or challenge. They collect, organise, process and represent information and data from primary and secondary sources using geospatial technologies. Students interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions, consider ethical values about the impact of the geographical phenomenon, issue or challenge. Students decide on appropriate strategies for action and explain potential impacts. Students create descriptions, explanations and actions, using geographical knowledge, methods and concepts, and they reference findings from appropriate sources. | By the end of Level 10, students explain how the interactions of people and environmental processes at different scales change the characteristics of places. Students explain the impacts of human activity on environments, and the effect of environments on human activity, over time. They evaluate the distribution of a geographical phenomenon and its implications. Students evaluate interconnections between people and places and environments. They analyse changes that result from these interconnections and their consequences. They analyse sustainability and how it can be considered to understand environmental issues. Students evaluate strategies to address a geographical phenomenon, issue or challenge using environmental, social and economic criteria.  Students develop a range of relevant questions about a geographical phenomenon, issue or challenge. They collect, process, compare and represent relevant and reliable geographical information and data using geospatial technologies. Students interpret and evaluate information and data to make generalisations and predictions, explain significant patterns and trends, and infer relationships. They consider ethical values and perspectives and justify responses to a phenomenon, issue or challenge. Students develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts. They create explanations and actions, using geographical knowledge, methods and concepts, and they synthesise and reference findings from appropriate sources. |
| Content descriptions | | | | |
| Strand: Geographical Knowledge and Understanding | | | | |
| Sub-strand: Places and our connections to them | Sub-strand: Diversity of places and environments | Sub-strand: Management of places | Sub-strand: Water in the world | Sub-strand: Biomes and food security |
| *Students learn about:* | *Students learn about:* | *Students learn about:* | *Students learn about:* | *Students learn about:* |
| the places in which they live, why their places are important to them, the features of places, and how places can be looked after  VC2HG2K01 | the relationships between people and their place and its environment  VC2HG4K01 | how places and environments are changed and managed by people  VC2HG6K01 | the classification of water as a renewable resource, the forms that it takes as a resource in the water cycle, and the ways in which flows of water connect and change places  VC2HG8K01 | the distribution and characteristics of biomes as regions with distinctive climates, vegetation and biomass productivity, and the potential to producefood  VC2HG10K01 |
| how places are identified and named, including by Aboriginal and Torres Strait Islander Peoples  VC2HG2K02 | activities in the local place (such as retail, recreation, manufacturing, farming, education and commercial) and reasons for their location  VC2HG4K02 | the impacts of the interconnections between places on their characteristics  VC2HG6K02 | the environmental, economic, cultural, spiritual and aesthetic uses and value of water, including for Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region  VC2HG8K02 | the environmental, economic and technological factors that influence crop production in Australia and worldwide  VC2HG10K02 |
| the interconnections between Aboriginal and Torres Strait Islander Peoples and Country and Place, and the importance of Country and Place  VC2HG2K03 | the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent  VC2HG4K03 | the specific geographical and other characteristics that shape their place, how their place is changing and how change is managed  VC2HG6K03 | the distribution and variability of Australia’s water resources and the forecasted impacts of climate change on them  VC2HG8K03 | the environmental, economic and social sustainability of farming in Australia  VC2HG10K03 |
| how places can be spatially represented from local to national scales, the representation of Australia as states and territories and Countries and Places, and Australia’s major features and places  VC2HG2K04 | the functions of vegetation in the environment and the characteristics, spatial distribution and location of the main types of vegetation in Australia and the world, such as forest, woodland, savannah, grassland and desert, including the uses of vegetation by Aboriginal and Torres Strait Islander Peoples  VC2HG4K04 | the importance of sustainability to places and environments, including the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country and Place and how it influences their sustainability practices  VC2HG6K04 | the nature of water scarcity and ways of overcoming it, with examples from Australia, and West Asia and/or North Africa  VC2HG8K04 | the environmental, economic and political constraints, including climate change, on the world’s capacity to sustainably feed projected future global populations  VC2HG10K04 |
| the natural and constructed features of places, how they change and how they can be cared for  VC2HG2K05 | the major geographical divisions of the world (including the equator, tropics, poles, hemispheres, continents and oceans) and how these are represented by using compass directions and different map projections  VC2HG4K05 | the impacts of bushfires and other climate hazards on environments and communities, and how people and communities manage prevention, preparedness, response and recovery  VC2HG6K05 | the causes of, impacts of and responses to an atmospheric or hydrometeorological hazard  VC2HG8K05 |  |
| weather and seasons, including Aboriginal and Torres Strait Islander Peoples’ seasonal calendars  VC2HG2K06 | climate and the characteristics and location of the main climatic types in Australia and the world, such as the temperate, Mediterranean and arid climates  VC2HG4K06 | the main characteristics of the geography of the continents of the world, the locations of their major countries and the interconnections between Australia and these countries  VC2HG6K06 |  |  |
| people’s interconnections with places in Australia and the world  VC2HG2K07 | the interconnection between the characteristics of the major types of vegetation and global climate  VC2HG4K07 | the geographical diversity of the Asia-Pacific region, the location of its major countries and the interconnections between these countries and Australia  VC2HG6K07 |  |  |
|  | the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features  VC2HG4K08 | interconnections and differences in the economic, demographic, social and cultural characteristics of countries across the world  VC2HG6K08 |  |  |
|  | sustainability and its application to the use of natural resources and the management of waste  VC2HG4K09 |  |  |  |
|  |  |  | Sub-strand: Place and liveability | Sub-strand: Geographies of interconnection |
|  |  |  | *Students learn about:* | *Students learn about:* |
|  |  |  | the environmental, economic, social and other measures used to evaluate places for their liveability, and the influence of liveability on where people live  VC2HG8K06 | the impacts of changing transportation and digital tools on peoples’ lives and places, and their interconnection with and impact on people, services and information in other places  VC2HG10K05 |
|  |  |  | the distribution and influence of accessibility to services and facilities on people’s perceptions of the liveability of places  VC2HG8K07 | the economic and demographic impacts of international trade in manufactured products on places, including on Australia and Asia  VC2HG10K06 |
|  |  |  | the influence of environmental quality on people’s perceptions of the liveability of places  VC2HG8K08 | the impacts of interconnections through trade, including trade in embodied carbon, on the sustainability of countries  VC2HG10K07 |
|  |  |  | the influence of social connectedness and community identity on people’s perceptions of the liveability of places, including the cultural connectedness of Aboriginal and Torres Strait Islander Peoples to Country and Place  VC2HG8K09 | the impacts on places of people’s travel, recreational or cultural choices, and how these can be managed, including those impacting Aboriginal and Torres Strait Islander Peoples and their Country and Place  VC2HG10K08 |
|  |  |  | how the concepts of space, environment and interconnection can be applied to evaluate the liveability of a place  VC2HG8K10 | the influence of the interconnectedness of the world on the spatial spread of trends in music, fashions or entertainment, or on the diffusion of pandemics, financial disasters or similar events  VC2HG10K09 |
|  |  |  | responses to enhance the liveability of places at a local scale  VC2HG8K11 |  |
|  |  |  | Sub-strand: Landforms and landscapes | Sub-strand: Environmental change and management |
|  |  |  | *Students learn about:* | *Students learn about:* |
|  |  |  | different types of landscapes, their distinctive landform features and their distribution in Australia  VC2HG8K12 | human-induced environmental changes and their impacts on the sustainability of places and environmental functions  VC2HG10K10 |
|  |  |  | the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples  VC2HG8K13 | geographical approaches to understanding the causes and consequences of a selected environmental issue  VC2HG10K11 |
|  |  |  | geomorphological processes that produce landforms, including a study of a local landform  VC2HG8K14 | Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management  VC2HG10K12 |
|  |  |  | the human causes of landform change and ways of managing it, including a study of a local landform  VC2HG8K15 | the influence of people’s environmental worldviews on their support for environmental sustainability  VC2HG10K13 |
|  |  |  | the causes of, impacts of and responses to a geomorphological hazard  VC2HG8K16 | geographical approaches to the management of a selected environmental issue, including how environment, change, interconnection and sustainability can be considered to understand environmental issues  VC2HG10K14 |
|  |  |  | how interconnection and change can be used to understand environmental phenomena  VC2HG8K17 |  |
|  |  |  | Sub-strand: Changing nations | Sub-strand: Geographies of human wellbeing |
|  |  |  | *Students learn about:* | *Students learn about:* |
|  |  |  | causes and patterns of urbanisation in urbanising countries, and its environmental, economic and social impacts, including a study of Indonesia or the United States of America, or China or India  VC2HG8K18 | ways of measuring human wellbeing in places, and how these can be applied to measure differences between countries  VC2HG10K15 |
|  |  |  | patterns of international and internal migration in Australia and China and/or other countries, and their impacts on urban population growth  VC2HG8K19 | reasons for and implications of spatial differences in human wellbeing at a local scale and regional scale in Australia and in a country in Asia  VC2HG10K16 |
|  |  |  | the comparison of urban patterns in highly urbanised countries, including a comparison of Australia and another country  VC2HG8K20 | reasons for and implications of spatial differences in the wellbeing of Aboriginal and Torres Strait Islander Peoples at local and regional scales  VC2HG10K17 |
|  |  |  | strategies and responses to manage and improve the liveability and environmental sustainability of Australia’s cities, and to adapt to climate change  VC2HG8K21 | the role and responses of international and national government and non-government organisations in improving human wellbeing at a local or regional scale  VC2HG10K18 |
|  |  |  | how space, place, interconnection, change and sustainability can be applied to understand the process of urbanisation, and its impacts on places  VC2HG8K22 |  |
| Strand: Geographical Skills | | | | |
| Sub-strand: Geographical inquiry | | | | |
| *Students learn to:* | | | | |
| ask geographical questions about places and our connection to them  VC2HG2S01 | identify and develop questions to guide a geographical inquiry on the diversity of places and environments  VC2HG4S01 | develop a range of geographical questions on how places are managed  VC2HG6S01 | develop questions for a geographical inquiry related to a phenomenon, issue or challenge  VC2HG8S01 | develop a range of questions for a geographical inquiry related to a phenomenon, issue or challenge  VC2HG10S01 |
| collect, sort and record information and data from observations, including from fieldwork and maps  VC2HG2S02 | locate, collect and record information and data from a range of sources, including from fieldwork, maps, photographs and graphs  VC2HG4S02 | locate, collect and organise information and data from primary and secondary sources, including from fieldwork  VC2HG6S02 | collect, organise and process information and data from primary and secondary sources, including fieldwork, and using geospatial technologies and digital tools as appropriate  VC2HG8S02 | collect, process and compare information and data from primary and secondary sources, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate  VC2HG10S02 |
| represent and describe the information and data from observations in different formats, including sketches and labelled maps or photographs  VC2HG2S03 | represent and analyse information and data collected in different formats  VC2HG4S03 | represent information and data collected using maps that conform to cartographic conventions, graphs, tables, sketches and other formats  VC2HG6S03 | represent and describe information and data using a range of formats, including maps constructed with geospatial technologies  VC2HG8S03 | represent and analyse information and data using a range of formats, including graphs and maps constructed with geospatial technologies  VC2HG10S03 |
|  |  | interpret and analyse information and data in a range of formats to identify and describe patterns and trends, or to infer relationships  VC2HG6S04 | interpret and analyse information and data to identify similarities and differences and explain patterns, relationships and trends  VC2HG8S04 | interpret and evaluate information and data to make generalisations and predictions, analyse patterns and trends, infer relationships and make forecasts  VC2HG10S04 |
| Sub-strand: Concluding and decision-making | | | | |
| *Students learn to:* | | | | |
| draw conclusions and make proposals about places  VC2HG2S04 | draw conclusions based on analysis of information on places and environments, using the concepts of space, interconnection and environment  VC2HG4S04 | develop evidence-based conclusions on the management of places using the concepts of place, interconnection, environment and sustainability  VC2HG6S05 | consider ethical values and draw evidence-based conclusions based on the evaluation of the information and data on a geographical phenomenon, issue or challenge using the concepts of space, change, interconnection and environment  VC2HG8S05 | consider ethical values and perspectives to justify conclusions related to a phenomenon, issue or challenge using geographical concepts  VC2HG10S05 |
|  | propose actions or responses to an issue or challenge that consider possible impacts of actions  VC2HG4S05 | propose actions or responses to issues or challenges in land management and use criteria to assess the possible impacts  VC2HG6S06 | identify a strategy for action in relation to environmental, economic, social or other factors, explain potential impacts and develop appropriate actions  VC2HG8S06 | justify responses and develop and evaluate strategies using environmental, economic or social criteria, recommend a strategy and explain the predicted impacts  VC2HG10S06 |
| Sub-strand: Communicating | | | | |
| *Students learn to:* | | | | |
| develop narratives and share observations about places, using sources such as maps and photographs  VC2HG2S05 | present descriptions using sources and geographical knowledge and concepts  VC2HG4S06 | develop explanations that draw ideas and findings from sources and use relevant geographical knowledge and concepts  VC2HG6S07 | create and present explanations and responses, using geographical knowledge, concepts and methods, and referring to sources  VC2HG8S07 | explain and evaluate proposed actions, using geographical knowledge and concepts and appropriate methods, and incorporating and acknowledging research findings  VC2HG10S07 |