Humanities – Geography scope and sequence: Foundation to Level 6

| **Foundation to Level 2** | | **Levels 3 and 4** | | | **Levels 5 and 6** | |
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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. | |
| 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 | |
| *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 | |
| 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 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 | |
| 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 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 | |
| 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 | | |  | |
| 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 | |
| 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 | |
| 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 | |
|  | |  | | | interpret and analyse information and data in a range of formats to identify and describe patterns and trends, or to infer relationships  VC2HG6S04 | |
| 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 | |
|  | | 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 | |
| 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 | |