Humanities – Geography scope and sequence: Levels 7 to 10

| **Levels 7 and 8** | **Levels 9 and 10** |
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| **Achievement standard** |  |  |  |  |
| 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: Water in the world | Sub-strand: Biomes and food security |
| *Students learn about:* | *Students learn about:* |
| 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 placesVC2HG8K01 | the distribution and characteristics of biomes as regions with distinctive climates, vegetation and biomass productivity, and the potential to producefoodVC2HG10K01 |
| 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 regionVC2HG8K02 | the environmental, economic and technological factors that influence crop production in Australia and worldwideVC2HG10K02 |
| the distribution and variability of Australia’s water resources and the forecasted impacts of climate change on themVC2HG8K03 | the environmental, economic and social sustainability of farming in AustraliaVC2HG10K03 |
| the nature of water scarcity and ways of overcoming it, with examples from Australia, and West Asia and/or North AfricaVC2HG8K04 | the environmental, economic and political constraints, including climate change, on the world’s capacity to sustainably feed projected future global populationsVC2HG10K04 |
| the causes of, impacts of and responses to an atmospheric or hydrometeorological hazard VC2HG8K05 |  |
| 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 liveVC2HG8K06 | 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 placesVC2HG8K07 | 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 placesVC2HG8K08 | the impacts of interconnections through trade, including trade in embodied carbon, on the sustainability of countriesVC2HG10K07 |
| 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 PlaceVC2HG8K09 | 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 PlaceVC2HG10K08 |
| how the concepts of space, environment and interconnection can be applied to evaluate the liveability of a placeVC2HG8K10 | 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 eventsVC2HG10K09 |
| responses to enhance the liveability of places at a local scaleVC2HG8K11 |  |
| 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 AustraliaVC2HG8K12 | human-induced environmental changes and their impacts on the sustainability of places and environmental functionsVC2HG10K10 |
| the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander PeoplesVC2HG8K13 | geographical approaches to understanding the causes and consequences of a selected environmental issueVC2HG10K11 |
| geomorphological processes that produce landforms, including a study of a local landformVC2HG8K14 | Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental managementVC2HG10K12 |
| the human causes of landform change and ways of managing it, including a study of a local landformVC2HG8K15 | the influence of people’s environmental worldviews on their support for environmental sustainabilityVC2HG10K13 |
| 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 issuesVC2HG10K14 |
| how interconnection and change can be used to understand environmental phenomenaVC2HG8K17 |  |
| 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 IndiaVC2HG8K18 | ways of measuring human wellbeing in places, and how these can be applied to measure differences between countriesVC2HG10K15 |
| patterns of international and internal migration in Australia and China and/or other countries, and their impacts on urban population growthVC2HG8K19 | 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 scalesVC2HG10K17 |
| strategies and responses to manage and improve the liveability and environmental sustainability of Australia’s cities, and to adapt to climate changeVC2HG8K21 | the role and responses of international and national government and non-government organisations in improving human wellbeing at a local or regional scaleVC2HG10K18 |
| how space, place, interconnection, change and sustainability can be applied to understand the process of urbanisation, and its impacts on placesVC2HG8K22 |  |
| Strand: Geographical Skills  |
| Sub-strand: Geographical inquiry |
| *Students learn to:* |
| 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, 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 appropriateVC2HG10S02 |
| represent and describe information and data using a range of formats, including maps constructed with geospatial technologiesVC2HG8S03 | 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 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 forecastsVC2HG10S04 |
| Sub-strand: Concluding and decision-making |
| *Students learn to:* |
| 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 conceptsVC2HG10S05 |
| 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 impactsVC2HG10S06 |
| Sub-strand: Communicating |
| *Students learn to:* |
| 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 |