Introducing Geography Version 2.0

The revised Victorian Curriculum F–10 Geography will give Victorian students opportunities to develop knowledge, skills and understanding through which they develop a respect for the environment, an appreciation and respect for social and cultural diversity, a capacity for teamwork, problem-solving abilities, and critical and creative thinking. Through their study of Geography, students are helped to become informed and responsible members of their local and global communities and to act ethically to shape a socially just and sustainable future.

Geography Version 2.0 reflects the expertise and feedback of teachers, academics and industry experts. The revised curriculum will better assist teachers to plan, assess and report on student learning.

Curriculum structure based on 2 interrelated strands

* **Content is organised into 2 interrelated strands with revised names: Geographical Knowledge and Understanding and Geographical Skills**.
* The Geographical Skills strand is reorganised into 3 new sub-strands: Geographical inquiry, Concluding and decision making, and Communicating.
* **Concepts in content descriptions are clearly articulated and integrated in both strands**, providing teachers with greater clarity and making the curriculum more accessible for all teachers.

Geographical concepts more explicit throughout the curriculum

* **Geographical concepts are more explicit in the strands and within content descriptions**, making it easier for teachers to develop students’ geographical knowledge through the application of the concepts and skills.
* **The Learning in Geography section of the curriculum introduction further explains the geographical concepts** and provides a map of where they are most relevant across the levels and strands.
* **There are stronger connections to the concepts of interconnection and sustainability** throughout the curriculum.

Clearer content descriptions and better aligned achievement standards

* **Plain language and a clear sequence of content descriptions and achievement standards** make the curriculum more teachable and manageable(as evidenced in the scope and sequence charts). This clear sequencing helps teachers to engage with and track student learning across all levels.
* **Geographical skills are made clearer and reflect the discipline of geography**. The skills are developed over a continuum from Foundation to Level 10, demonstrating progression.
* **Achievement standards have been refined** to make geographical knowledge, concepts and skills explicit and to ensure there is clear progression from one achievement standard to the next. This is particularly evident in Foundation to Level 6.
* **The relationships between content descriptions and particular parts of the achievement standard are clearer**. Teachers can easily identify what they need to assess and what they need to teach to get there.

Stronger capabilities and cross-curriculum priorities connections

* **Connections with the capabilities have been strengthened throughout the curriculum**, such as strengthening connections with:
* Critical and Creative Thinking, through the Geographical Skills strand
* Ethical Capability, through the introduction of ethical values and perspectives at Levels 7 and 8
* Intercultural Capability and Personal and Social Capability, through the Geographical Knowledge and Understanding sub-strands of Places and our connections to them (Foundation to Level 2), Diversity of places and environments (Levels 3 and 4), Management of places (Levels 5 and 6), Changing nations (Levels 7 and 8), Geographies of human wellbeing (Levels 9 and 10) and Geographies of interconnection (Levels 9 and 10).
* **Cross-curriculum priorities are more consistently embedded throughout the curriculum**:
* Aboriginal and Torres Strait Islander Histories and Cultures content is included from Foundation to Level 10, from the concepts of Country and Place and the interconnection between these concepts, to how the environment has been managed and complex concepts such as sustainability and custodial responsibility.
* Geographical diversity of the Asia-Pacific region in both the Human geography and the Physical and environmental geography sequences is included, especially in relation to geographical phenomena, issues and challenges facing Australia and the Asia region and how these have been managed, such as urbanisation, population growth and climate hazards.
* Sustainability is a key concept that underpins the study of Geography and is evident through the content in many strands, including content about the management of environments, sustainable practices of Aboriginal and Torres Strait Islander Peoples, and Asian societies.

Other key revisions

Foundation to Level 6

* There is stronger alignment with the Victorian Early Years Learning and Development Framework (VEYLDF). Learning about ‘Places and our connections to them’ has been strengthened, which supports students in demonstrating VEYLDF Outcomes 1 and 2: ‘Children have a strong sense of identity’ and ‘Children are connected with and contribute to their world’.

Levels 7 to 10

* Content on climate change has been strengthened at Levels 7 and 8 in the Water in the world and Changing nations sub-strands.
* The Levels 7 to 10 curriculum builds strong alignment in the discipline-specific skills and concepts with VCE Geography.

► For detailed revisions, see the [Geography – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/humanities/geography/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.