Year 5 plan — Australian Curriculum: Geography

Implementation year: School name:

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| Identify curriculum | Phase curriculum focus | Explaining places and investigating the world  In Years 5–6, students become more critical, analytical and evaluative in their thinking. They are increasingly aware of the wider community and are learning to take on individual and group responsibilities.  In these years, students are introduced to the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected. They examine how human action influences the environmental characteristics of places and how these characteristics influence the human characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. The scale of study in Year 6 shifts to the global with a study of the world’s cultural, economic, demographic and social diversity. Students also study Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places. The development of a student’s mental map of the world is extended through a study of the location of countries in continents of the northern hemisphere and countries of the Asia region.  Specific new geographical skills in Years 5–6 include interpreting spatial distributions, comparing places, making and interpreting graphs, constructing large- and small-scale maps, and using spatial technologies and information and communication technologies. | | | |
| Geographical scale and spatial context | Students develop a mental map of the world and of where they are located in relation to other places. Their mental map is further developed through learning the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries. Students undertake studies at different locations at the national scale. | | | |
| Fieldwork | Fieldwork opportunities are provided at a local area site.  Possible data collection techniques include: | | | |
| * observing * field sketching * taking photographs for labelling and annotating * constructing maps | | * interviewing * conducting surveys * measuring. | |
| Year level description | Factors that shape the human and environmental characteristics of places  *Factors that shape the human and environmental* [*characteristics of places*](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places) continues to develop students’ understanding of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) by focusing on the factors that shape the [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places). In exploring the interconnections between people and environments, students examine how [climate](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Climate) and landforms influence the human [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places), and how human actions influence the environmental [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places). They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce [hazards](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Hazards) such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of [prevention, mitigation and preparedness](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Prevention%2C%20mitigation%20and%20preparedness) as ways of reducing the effects of these [hazards](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Hazards). Students’ mental map of the world and their understanding of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places) in these countries.  The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a [local](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Local) environmental or planning issue that is significant to the community.  The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific [local](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Local) contexts. The order and detail in which they are taught are programming decisions. | | | |
| Key inquiry questions | A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.  The key inquiry questions for Year 5 are:   * How do people and environments influence one another? * How do people influence the human characteristics of places and the management of spaces within them? * How can the impact of bushfires or floods on people and places be reduced? | | | |
| Geographical concepts | The concepts to develop geographical understanding in this Year level are place, space, environment, interconnection, change, sustainability and scale. | | | |
| Achievement standard | By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.  Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v5.0: Geography for Foundation–10*, [www.australiancurriculum.edu.au/Geography/Curriculum/F-10](http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10) | | | |
| Teaching and learning | Unit overview  In Year 5 Geography:   * 37–40 hours per year * 18–20 hours per unit | Unit 1 | | Unit 2 | |
| Investigating the interconnections between people and environments  The inquiry questions for this unit are:   * How do people and environments influence one another? * How do people influence the human characteristics of places and the management of spaces within them?   The focus of the unit is on developing students’ understanding of how human decisions influence the way spaces within places are organised and managed. The scale is global with a study of the environmental characteristics and management of spaces within countries from both Europe and North America in relation to Australia.  Students will:   * identify the influence of people, including Aboriginal peoples and Torres Strait Islander peoples, on the environmental characteristics of Australian places * identify the influence of environment on settlements in Australia and countries of North America and Europe * represent the relative location and environmental characteristics of selected countries of Europe and North America on large-scale and small-scale maps * collect record and represent relevant geographical data and information about climate and population distributions of inland and coastal Australia * investigate how landforms, such as river valleys, influence the development of settlements in Australia and selected regions of the world * explore how the use of space within local places is organised through zoning and planning decisions using case studies * interpret geographical data and information to identify distributions, patterns and trends, and infer relationships to draw conclusions using spatial technologies where appropriate * present findings and ideas and reflect on learning about the management of spaces in selected countries from North America and Europe in relation to Australia. | | Exemplar unit: Investigating the impact of natural hazards  The inquiry questions for this unit are:   * How do people and environments influence one another? * How can the impact of bushfires or floods on people and places be reduced?   The focus of the unit is on developing students’ understanding of the impact of bushfires or floods on environments and settlements, and how the principles of prevention, mitigation and preparedness reduces the effects of natural hazards. The scale of study is global with the use of case studies from Australia and selected countries.  Students will:   * develop geographical questions to plan an inquiry about the impact of bushfires or floods on people and places * collect, record and represent relevant geographical data and information from sources about the location, frequency and severity of bushfires or flooding in Australia and a selected country or world region * represent the locations of bushfires or flooding in Australia and a selected country or world region on large-scale and small-scale maps * evaluate the usefulness of collected data and represent data and information * investigate management of spaces within places affected by bushfires or floods and identify the principles of prevention, mitigation and preparedness as ways to minimise the effects of bushfires or flooding * interpret geographical data and information and infer relationships to draw conclusions to identify distributions, patterns and trends about bushfires or flooding using spatial technologies where appropriate * present findings and ideas and reflect on learning to propose actions about the management of spaces within places. | |
| Links to other learning areas | History   * The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. [(ACHHK094)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK094) * Locate information related to inquiry questions in a range of sources [(ACHHS102)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS102) * Compare information from a range of sources [(ACHHS103)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS103) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS106)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS106)   English   * Use a range of software including word processing programs with fluency to construct, edit and publish written [text](file:///E:\Glossary%3fa=E&t=text), and select, edit and place visual, print and audio elements [(ACELY1707)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1707)   Science   * Construct and use a range of representations, including [tables](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Table) and [graphs](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Graph), to represent and describe observations, [patterns](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Pattern) or [relationships](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Relationship) in [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Data) using [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACSIS090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS090) * Compare [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Data) with predictions and use as [evidence](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Evidence) in developing explanations [(ACSIS218)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS218)   Mathematics   * Use a grid reference system to describe locations. Describe routes using landmarks and directional language [(ACMMG113)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG113) * Construct displays, including column graphs, dot plots and tables, appropriate for [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) type, with and without the use of digital technologies [(ACMSP119)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP119) * Describe and interpret different [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) sets in context [(ACMSP120)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP120) | | | |
| Aboriginal and Torres Strait Islander perspectives | Geography provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning * Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live * Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.   The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnections with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal peoples’ and Torres Strait Islander peoples’ connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The study of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights. | | | |
| Teaching and learning | General capabilities and cross‑curriculum priorities | Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | | Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | |
| Key to general capabilities and cross-curriculum priorities | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, making judgments and using feedback see: [www.qsa.qld.edu.au/26025.html](http://www.qsa.qld.edu.au/26025.html) > choose the Year level > select the Assessment tab. | The following assessment will provide a range and balance of evidence of student learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about student achievement and progress at appropriate points, and to inform the reporting process. | | | |
| Unit 1 | | Unit 2 | |
| Assessment | | Assessment | |
| Collection of work: Assignment (written)  The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context, and based on the process of geographical inquiry and skills.  The focus of the collection of work is geographical data and information that identifies spatial distributions, patterns and trends, and infers relationships to draw conclusions about the interconnections between human and environmental features of places including countries in Europe and North America. Examples may include:   * written explanations * records of research data or data collected on a field trip diagrammatic representations of information such as flowcharts or plans * data representations including graphs and tables * labelled maps using cartographic convention * interpretations of spatial distributions and patterns in graphs, tables or maps * short practical activities responses using digital or spatial technologies. | Valued features[[1]](#footnote-1) | Research (multimodal/spoken)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, represent, analyse and draw conclusions about geographical sources.  Students gather information about the effects of a selected natural hazard on settlements and environments, using a case study from a selected country in relation to Australia.  Students present their findings about how the principles of prevention, mitigation and preparedness reduce the effects of natural hazards in relation to the future. | Valued features |
| * Geographical knowledge and understanding * Interpreting and analysing * Communicating | * Geographical knowledge and understanding * Questioning and researching * Interpreting and analysing * Communicating |
| Make judgments  and use feedback | Consistency of  teacher judgments | Identify how opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | |

Year 5 Geography: review for balance and coverage of content descriptions, including emphasis on concepts for developing geographical understandings

| Geographical Knowledge and Understanding | | | | | |  | Geographical Inquiry and Skills | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Geographical Knowledge** | **1** | **2** | **Concepts for developing geographical understandings[[2]](#footnote-2)** | **1** | **2** |  | Geographical Inquiry and Skills | 1 | 2 |
| The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places) in at least two countries from both continents [(ACHGK026)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK026) | ✓ |  | **Place**  Places are parts of the Earth’s surface and can be described by location, shape, boundaries, features and environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal peoples and Torres Strait Islander peoples, Country/Place is important for its significance to culture, identity and spirituality*.*  In Years 3–6, students describe and compare the environmental and human characteristics of places in different locations and the factors that shape the diverse characteristics of places. | ✓ | ✓ |  | Observing, questioning and planning   * Develop geographical questions to investigate and plan an inquiry [(ACHGS033](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS033)) |  | ✓ |
| The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places [(ACHGK027)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK027) | ✓ |  | **Space**  Spaces are defined by the location of environmental and human features, geographical phenomena and activities across the Earth’s surface that form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.  In Years 3–6, students examine how human decisions and actions influence the way spaces within places are organised and managed. For example, students can investigate how urban planning organises the space within cities or regions. | ✓ | ✓ |  | Collecting, recording, evaluating and representing   * Collect and record relevant geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, using [ethical protocols](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Ethical%20protocols), from primary and [secondary sources](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Secondary%20sources), for example, people, maps, plans, photographs, satellite images, statistical sources and reports [(ACHGS034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS034) |  | ✓ |
| The influence of the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) on the human characteristics of a [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) [(ACHGK028](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK028)) | ✓ |  | **Environment**  The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. 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 supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration.  In Years 3–6, students learn how the environment supports their life and the life of other living things. | ✓ | ✓ |  | * Evaluate sources for their usefulness and represent [data](file:///E:\Glossary%3fa=G&t=Data) in different forms, for example, maps, plans, graphs, tables, sketches and diagrams [(ACHGS035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS035) | ✓ | ✓ |
| The influence people have on the human [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places) and the management of spaces within them [(ACHGK029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK029) |  | ✓ | **Interconnection**  Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to holistic thinking. This helps students to understand Aboriginal peoples’ and Torres Strait Islander peoples’ holistic connection to Country/Place and the knowledge and practices that developed as a result of this connection*.*  In Years 3–6, students examine how human action influences the environmental characteristics of places and how these characteristics influence the human characteristics of places. Students also study Australia’s interconnections with other places and the effects of these interconnections. | ✓ | ✓ |  | * Represent the location and [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, [scale](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Scale), legend, title and north point, using [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate [(ACHGS036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS036) | ✓ | ✓ |
| The impact of bushfires or floods on environments and communities, and how people can respond [(ACHGK030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK030) |  | ✓ | **Change**  Change involves any alteration to the natural or cultural environment and can involve both time and space. The concept of change is about explaining geographical phenomena by investigating how they developed over time. Environmental change can occur over both short and long time frames, and have interrelationships with human activities. An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve more sustainable futures*.*  In Year 3, students explore the changes in phenomena between places in terms of climate and types of settlements.  In Years 4 and 5, students examine the influence of Aboriginal peoples and Torres Strait peoples on the environmental characteristics of Australian places over time.  In Year 6, students examine how the connections Australia has with other countries change people and places. | ✓ | ✓ |  | Interpreting, analysing and concluding   * Interpret geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and other information, using digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate, and identify spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Trends), and infer relationships to draw conclusions [(ACHGS037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS037) | ✓ | ✓ |
|  |  |  | **Sustainability**  Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing.  In Years 3–6, students examine different views on how to protect environments and how to use resources and manage waste sustainably. Students become aware of why the environment needs to be cared for and consider how they can contribute to this, laying foundations for active citizenship and the way of thinking about sustainability. |  | ✓ |  | Communicating   * Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACHGS038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS038) | ✓ | ✓ |
|  |  |  | **Scale**  Scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to local, regional, national, world regional and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.  In Years 3–4, students compare places in locations at the local, regional and national scale.  In Year 6, the scale of study shifts to the global, with a study of the world’s cultural, economic, demographic and social diversity. | ✓ | ✓ |  | Reflecting and responding   * Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people [(ACHGS039)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS039) |  | ✓ |

1. **Valued features**: Those aspects of the content descriptions and achievement standard that are targeted in the assessment. The valued features for Geography are: Geographical knowledge and understanding, Questioning and researching, Interpreting and analysing, and Communicating. [↑](#footnote-ref-1)
2. Geographical understandings are derived from the content descriptions and achievement standards and are supported by Geographical Inquiry and Skills. The Year level description provides information about the development of Geographical Understanding through the concepts. The definitions of geographical understandings are based on the glossary terms published in *Australian Curriculum v5.0: Geography for Foundation–10*, [www.australiancurriculum.edu.au/Geography/Curriculum/F-10](http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10). [↑](#footnote-ref-2)