Year 6 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 maps of the world and their understanding of place are further developed through learning the location of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places. Students undertake studies at different scales from local to global. | | | | |
| 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 | A diverse and connected world  *A diverse and connected world* takes a global view of geography and focuses particularly on the concepts of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region). They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia’s connections with other countries and events in places throughout the world, and think about their own and other people’s knowledge of other countries and places. Students’ mental maps of the world and their understanding of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) are further developed through learning the locations of the major countries in the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region), and investigating the geographical diversity and variety of connections between people and places.  The inquiry process provides opportunities to gather and represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data), which should be used to inform decisions when planning and implementing action on significant global issues.  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 6 are:   * How do places, people and cultures differ across the world? * What are Australia’s global connections between people and places? * How do people’s connections to places affect their perception of them? | | | | |
| 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 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.  Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal. | | | | |
| 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 6 Geography:   * 37–40 hours per year * 18–20 hours per unit | Unit 1 | | | Unit 2 | |
| Exemplar unit: Investigating global diversity  The inquiry questions for this unit are:   * How do places, people and cultures differ across the world? * What are Australia’s global connections between people and places?   The focus of the unit is on developing student understanding of the diversity of peoples and cultures around the world, including indigenous peoples of other countries, to reflect on cultural differences and similarities. Students explore global diversity by examining spatial distributions, patterns and trends in maps, graphs and tables, using spatial technologies where appropriate. The scale is global with a study of the world’s cultural, economic, demographic and social diversity (including that of its indigenous peoples), with a particular focus on countries of the Asia region.  Students will:   * explore the geographical diversity of major countries of the world, including the Asia region in relation to Australia, using geographical tools such as a globe, atlas, wall map or digital application (e.g. Google Earth) * represent the locations on maps of major countries of the Asia region in relation to Australia * explore the world’s cultural diversity, including that of its indigenous peoples, e.g. the Maori of New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia. * identify and explain the measures of the economic, demographic and social characteristics of countries, such as population size, population density, per capita income, health (measured by life expectancy) and energy consumption * collect, record and represent relevant geographic data and information from sources about the economic, demographic and social diversity of different countries * interpret geographical data and information to infer relationships to draw conclusions about spatial distributions, patterns and trends, using spatial technologies where appropriate * identify the similarities and differences between the patterns of data of countries (including those of the Asia region) compared to Australia * present findings and reflect on learnings in texts, including digital and spatial technologies. | | | Investigating Australia’s global connections with other countries and events in places  The inquiry questions for this unit are:   * What are Australia’s global connections between people and places? * How do people’s connections to places affect their perception of them?   The focus of the unit is on developing student understanding of the connections that Australia has with other countries, using a case study of a significant event in the Asia region. The scale of study is global with a particular focus on countries in the Asia region in relation to Australia.  Students will:   * develop geographic questions to investigate a significant event in the Asia region and its local, regional and global effects on peoples and places * collect, record and evaluate relevant geographical data and information from sources such as people, maps, plans, photographs and reports * represent data and information in different forms, such as maps, graphs, tables and diagrams * explore the connections that Australia has with other countries in the Asia region of study and how these connections change people and places * identify the responses made by Australia to significant events in the world and the reasons for these responses * interpret geographical data and information to identify and draw conclusions about distributions, patterns and trends, using spatial technologies where appropriate * present findings and reflect on learning in texts, including digital and spatial technologies. | |
| Links to other learning areas | History   * Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war [(ACHHK115)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK115) * Identify and locate a range of relevant sources [(ACHHS120)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS120) * Compare information from a range of sources [(ACHHS122)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS122) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS125)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS125)   English   * Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELA1524)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1524) * Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) * Use a range of software, including word processing programs, learning new functions as required to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1717)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1717)   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 [(ACSIS107)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS107)   Mathematics   * Interpret and compare a range of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) displays, including side-by-side column graphs for two categorical variables [(ACMSP147)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP147) | | | | |
| 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: Written  The purposeof 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.  This collection of work identifies spatial distributions, patterns of trends of economic, demographic and social characteristics between countries across the world in relation to Australia, including the Asia region.  Examples may include:   * written explanations * records of research data or data collected on a field trip * diagrammatic representations of information, such as flowcharts * data representations, including graphs and tables * maps labelled using cartographic conventions * interpretations of spatial distributions, patterns and trends in graphs, tables or maps * a report of short practical activities * responses using digital or geospatial technologies. | Valued features[[1]](#footnote-1) | | Research: Multimodal or 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 a significant event that connects people and places throughout the world, including Australia.  Students research the types of responses made by Australia to significant events and the reasons for these responses. | 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 6 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 the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region) in relation to Australia and the geographical diversity within the [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region) [(ACHGK031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK031) | ✓ |  | **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 [(ACHGS040)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS040) |  | ✓ |
| Differences in the economic, demographic and social characteristics between countries across the world [(ACHGK032)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK032) | ✓ |  | **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 [(ACHGS041)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS041) | ✓ | ✓ |
| The world’s cultural diversity, including that of its indigenous peoples [(ACHGK033)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK033) | ✓ |  | **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](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) in different forms, for example, maps, plans, graphs, tables, sketches and diagrams [(ACHGS042)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS042) | ✓ | ✓ |
| Significant events that connect people and places throughout the world [(ACHGK034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK034) |  | ✓ | **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. | ✓ | ✓ |  | * 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 [(ACHGS043)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS043) | ✓ | ✓ |
| The various connections Australia has with other countries and how these connections [change](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Change) people and places [(ACHGK035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK035) |  | ✓ | **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. | ✓ |  |  | 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 [(ACHGS044)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS044) | ✓ | ✓ |
| The effects that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places [(ACHGK036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK036) |  | ✓ | **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 [(ACHGS045)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS045) | ✓ | ✓ |
|  |  |  | **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. | ✓ | ✓ |  | 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 [(ACHGS046)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS046) |  | ✓ |

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)