

Year 7 Geography Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>The Year 7 curriculum involves the study of 2 topics.</p> <p>Water in the world — focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.</p> <p>It is suggested that the study of this topic draws on studies from Australia and countries in Asia.</p> <p>Place and liveability — focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.</p> <p>It is suggested that study of this topic draws on studies from Australia and countries in Europe.</p> <p>Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:</p> <ul style="list-style-type: none"> • What approaches can be used to improve the availability of resources and access to services? • How does people's reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? 	<p>In Year 7, the Geography program will be delivered in Semester 1 and has been written for a 40-hour time allocation.</p> <p>The contexts for study in Year 7 draw on studies from Australia. Examples from other countries are included in teaching and learning as opportunities arise. Different contexts than those originally planned may be more appropriate should contemporary events warrant a change in planning.</p> <p>In Years 5–6, the Humanities and Social Sciences (HASS) P–6 Australian Curriculum allows students to develop a knowledge and understanding of:</p> <ul style="list-style-type: none"> • the influence of people on the characteristics of places and the management of environments (Year 5) • the geographical diversity of places and Australia's interconnections with other countries (Year 6).


Unit 1 — Why is water important to people, places and environments?	Unit 2 — Why do people live where they do?
<p>Timing: Term 1 Duration: 10 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How is water classified as an environmental resource? • What strategies are used to manage water resources in Australia? • Why is water a valuable resource for people, including First Nations Australians? • Why and how does a hydrological hazard affect the environment and communities? • How do communities and governments respond to hydrological hazards? <p>Water is a valuable resource and its management has consequences for people, places and environments across Australia.</p> <p>In this unit, students explore the uses of water and the ways water resources are sustained in Australia. Using secondary research materials (e.g. maps, statistical data, expert commentaries and news articles), students describe the distribution of water resources across the continent and construct explanations on the environmental, economic and social effects of strategies implemented to manage the nation's water supplies.</p> <p>Students will focus on a case study of Australia's Snowy Mountains Scheme to explore the sustainable management of water resources. Students also develop an appreciation of the varied ways that water is valued across Australia by considering its ongoing cultural, spiritual and aesthetic significance to First Nations Australians and their connection to Country/Place.</p> <p>Whilst a valuable resource, water has the potential to be an atmospheric or hydrological hazard that can significantly affect people's lives, their property and the environment. Using a case study approach, students investigate the causes and impact of a major hydrological event (e.g. a recent flood or drought), and responses by the community and government to it. In small groups, students use their critical thinking skills to discuss and present a possible strategy to address the challenges that the hydrological hazard posed to the environment and where people live. To conclude the unit, students apply their knowledge, understanding and skills in a response to stimulus examination.</p>	<p>Timing: Term 2 Duration: 10 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What makes a place liveable? • What strategies can enhance the liveability of places? • How does place influence people and culture? <p>Places can be made more or less liveable through myriad factors that, in turn, affect people's decisions on where to live or work or learn.</p> <p>In this unit, students investigate the concept of liveability, the influence of environmental quality (e.g. pollution, open spaces, traffic), and people's ability to access services and facilities (e.g. health care, education). In addition, students consider the cultural factors that influence the interconnections that exist between people, places and environments. This is explored through considering how connectedness of First Nations Australians to Country/Place is important to identity, a sense of belonging and the perceptions of a place.</p> <p>As students progress through the unit, they identify and explain a geographical phenomenon or challenge affecting liveability in the school's local community. They develop a strategy for action that addresses the phenomenon or challenge so that liveability is enhanced for those affected, e.g. students, teachers, invited guests, people with disabilities.</p> <p>The geographical inquiry involves the collection, organisation and analysis of data and information, primary research methods (e.g. fieldwork, firsthand observations), the use of geospatial technologies and digital tools and explaining the strategy's potential to affect liveability in that place. Students reflect on these learning activities to support the preparation of their investigation.</p>

Unit 1— Why is water important to people, places and environments?		Unit 2 — Why do people live where they do?		
Assessment 1 — Examination		Term/week	Assessment 2 — Investigation	
		Term/week	Term/week	
Assessment	<p>Description: Students respond independently to short response items on the distribution and management of water resources in Australia. There will also be an extended response item on the causes and impact of a hydrological hazard. Stimulus provided for the examination will be seen and unseen. Stimulus includes geographical data and information such as maps, graphs, statistics and visual images, e.g. an aerial photo.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • supervised • up to 70 minutes, plus 10 minutes planning • 400–600 words comprising <ul style="list-style-type: none"> – short responses 50–100 words per item – extended responses 200–300 words per item 	Term 1 Week 9	<p>Description: Students follow a geographical inquiry process to investigate a challenge to liveability within the school. Students develop questions about their geographical inquiry and collect and organise data and information through primary research methods, including fieldwork, e.g. recording firsthand observations, conducting surveys such as litter counts. This is supported by using secondary research materials and geospatial technologies and digital tools, as appropriate, to organise and represent their data and information, e.g. photographs/sketches, temperature data relevant to the challenge to liveability selected.</p> <p>Students draw conclusions by applying their understandings from the analysis of data and information to identify a strategy for action that addresses the challenge to liveability selected. Students prepare a field report that presents their findings to the Student Representative Council.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 400–600 words 	Term 2 Weeks 6–8
	Achievement standard	<p>By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.</p> <p>Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.</p>		<p>By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.</p> <p>Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.</p>
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>		<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>	

Content descriptions	Units		Content descriptions	Units	
	1	2		1	2
Knowledge and understanding			Skills		
Water in the world classification of environmental resources and the way that water connects and changes places as it moves through environments AC9HG7K01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Questioning and researching using geographical methods develop questions for a geographical inquiry related to a phenomenon or challenge AC9HG7S01	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water AC9HG7K02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate AC9HG7S02	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians AC9HG7K03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interpreting and analysing geographical data and information interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships AC9HG7S03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments AC9HG7K04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Concluding and decision-making draw conclusions based on the analysis of the data and information AC9HG7S04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Place and liveability factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality AC9HG7K05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts AC9HG7S05	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the location and distribution of services and facilities, and implications for liveability of places AC9HG7K06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Communicating create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources AC9HG7S06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place AC9HG7K07	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe AC9HG7K08	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

General capabilities	Units	
	1	2
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units	
	1	2
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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