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|  | Year 1 standard elaborations — Australian Curriculum: Geography REVISED DRAFT |

The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year. In Queensland, the Year 1 Australian Curriculum achievement standard represents a child who is **working with (WW)** the curriculum, demonstrating understanding of the required knowledge and applying skills in situations familiar to them.

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| Year 1 Australian Curriculum: Geography achievement standard | |
| By the end of Year 1, students identify and describe the natural, managed and constructed [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) of places at a [local](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Local) [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale) and recognise that people describe the [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) of places differently. They identify where [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) and describe how to care for places.  Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their [features](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Features) on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for. | |
| Source: | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v7.2Geographyfor Foundation–10*,  [www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1#level1](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/curriculum/f-10?layout=1#level1) |

The standard elaborations (SEs) should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Australian Curriculum achievement standard to make judgments on a five-point scale.

The SEs for Geography have been developed using the Australian Curriculum content descriptions and the achievement standard. They promote and support:

* aligning curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
* continuing skill development from one year of schooling to another
* making judgments on a five-point scale based on evidence of learning in a folio of student work
* planning an assessment program and individual assessments
* developing task-specific standards and grading guides.

## Year 1 Geography standard elaborations REVISED DRAFT

|  | | Applying  (AP) | Making connections (MC) | Working with  (WW) | Exploring  (EX) | Becoming aware  (BA) |
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| The folio of a child’s work has the following characteristics: | | | | |
| Understanding and skills  dimensions | Geographical knowledge  and understanding | identification and clear and informed description of the natural, managed and constructed features of places at a local scale and recognition that people describe the features of places differently | identification and informed description of the natural, managed and constructed features of places at a local scale and recognition that people describe the features of places differently | identification and description of the natural, managed and constructed features of places at a local scale and recognition that people describe the features of places differently | guided identification and description of the natural, managed and constructed features of places at a local scale and recognition that people describe the features of places differently | directed identification and description of the natural, managed and constructed features of places at a local scale and recognition that people describe the features of places differently |
| identification of where features of places are located and clearly describe how spaces can be arranged for different purposes | identification of where features of places are located and describe how spaces can be arranged for different purposes | identification of where features of places are located and recognition that spaces can be arranged for different purposes | guided identification of where features of places are located and recognition that spaces can be arranged for different purposes | directed identification of where features of places are located and recognition that spaces can be arranged for different purposes |
| identification and clear description of changes in features and clear and informed description of how to care for places | identification and description of changes in features and informed description of how to care for places | identification of changes in features and description of how to care for places | guided identification of changes in features and guided description of how to care for places | directed identification of changes in features and directed description of how to care for places |
| Questioning and researching | considered collection, recording and sorting of relevant information from provided resources to respond to questions about familiar and unfamiliar places | collection, recording and sorting of relevant information from provided resources to respond to questions about familiar and unfamiliar places | collection, recording and sorting of information from provided resources to respond to questions about familiar and unfamiliar places | guided collection, recording and sorting of information from provided resources to respond to questions about familiar and unfamiliar places | directed collection, recording and sorting of information from provided resources to respond to questions about familiar places |
| Understanding and skills  dimensions | Interpreting and analysing | reasoned suggestion of ways that places can be cared for | informed suggestion of ways that places can be cared for | suggestion of ways that places can be cared for | guided suggestion of ways that places can be cared for | directed statements about ways that places can be cared for |
| Communicating | clear and effective presentation of findings in a range of texts that use relevant simple geographical terminology to clearly describe direction and location | effective presentation of findings in a range of texts that use simple geographical terminology to describe direction and location | presentation of findings in a range of texts that use everyday language to describe direction and location | guided presentation of findings in texts that use everyday language to identify direction and location | directed presentation of findings in texts that use everyday language to identify direction and location |
| accurate and detailed representation of the location of different places and their features on pictorial maps. | detailed representation of the location of different places and their features on pictorial maps. | representation of the location of different places and their features on pictorial maps. | guided representation of the location of different places and their features on pictorial maps. | directed representation of the location of familiar places and their features on pictorial maps. |

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| Key | Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the descriptors. Key terms are described overleaf. | | | |
|  | **Year 1 standards** | | | |
|  | **AP** | The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to new situations. | **EX** | The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them. |
|  | **MC** | The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations. | **BA** | The child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning to use skills in situations familiar to them. |
|  | **WW** | The child can work with the curriculum content and demonstrates understanding of the required knowledge. The child applies skills in situations familiar to them. |  |  |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Year 1 Geography SEs

The following terms are used in the Year 1 Geography SEs. They help to clarify the descriptors, and should be read in conjunction with the ACARA Geography glossary: [www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/glossary](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/glossary).

| Term | Description |
| --- | --- |
| accurate | consistent with a standard, rule, convention or known facts |
| clear | easy to perceive, understand or interpret |
| considered | thought about deliberately with a purpose |
| description; describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| directed | following the instructions of the facilitator |
| effective | capably meeting the desired requirements |
| familiar | situations or materials that have been the focus of prior learning experiences;  in Year 1 Geography, familiar places are likely to be located on a local scale (e.g. the local neighbourhood, the school grounds) |
| features | the visible elements of a place or landscape, classified as natural, managed and constructed; this term is used in early primary, but is later replaced by the term ‘characteristics’, which includes both the visible and invisible elements of a place |
| findings | a summary of information gathered through a series of investigations |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | establish or indicate who or what someone or something is, includes recognition |
| informed | having relevant knowledge; being conversant with the topic |
| place | place refers to parts of the Earth’s surface and can be described by location, shape, boundaries, features and environmental and human characteristics |
| range | covers the scope of relevant situations or elements;  in Year 1 Geography, a range of texts would include spoken, written and graphic texts (e.g. photographs and maps) |
| reasoned | logical and sound; presented with justification |
| relevant | having some logical connection with |
| representation; represent | representing geographical information in a visual form;  in Year 1 Geography, this includes pictorial maps and tables |
| scale | scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually |
| simple | involving few elements, components or steps; obvious data or information |
| space | in the context of geography, the concept of space refers to the location of environmental and human features, geographical phenomena and activities across the Earth’s surface that form distributions and patterns |
| suggestion; suggest | put forward for consideration |
| text | the means for communication; their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes;  texts can be written, spoken or multimodal and in print or digital/online forms;  multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media |
| unfamiliar | situations or materials that have not been the focus of prior learning experiences;  in Year 1 Geography, unfamiliar places may include places they are curious about but have never visited |
| use of | to operate or put into effect |