

Year 1 standard elaborations — Australian Curriculum: Geography

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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.

Year 1 Australian Curriculum: Geography achievement standard

By the end of Year 1, students identify and describe the natural, managed and constructed **features** of places at a **local scale** and recognise that people describe the **features** of places differently. They identify where **features** of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in **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** 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 v7.2 Geography for Foundation–10*, 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

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		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
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

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a child's work has the following characteristics:						
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.

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.
- 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.
- 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.

- 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.
- 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.

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.

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.

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)

Term	Description
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