Year 2 plan — Australian Curriculum: Geography

Implementation year: School name:

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| Identify curriculum | Phase curriculum focus | Exploring local and more distant places at the local scale  Young students are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the curriculum explores the geography of their lives and their own places. Students think about aspects of place, space and environment. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging, and an understanding that places should be cared for. While the local place should be the initial focus for learning, young students are also aware of and interested in more distant places and the curriculum provides opportunities to build on this curiosity. Students are introduced to the concept of interconnections when learning how they are connected to places throughout the world.  Students’ spatial thinking starts by learning about direction and distance and how familiar things can be arranged in space for different purposes. They become aware of the distances between places and how distance constrains their activities. They begin to develop a mental map of the world and of where they are located in relation to other places. Students are introduced to the concept of the environment through the exploration of the environment of their own and other places and by recognising how places vary in terms of their natural features. They become aware of why the environment needs to be cared for and are prompted to consider how they can contribute to this, laying foundations for active citizenship.  Specific geographical skills introduced throughout the early years include observing and describing the features of places, drawing a map, using directional language, understanding distance and interviewing relatives. | | | |
| Geographical scale and spatial context | Children’s mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia. Students undertake studies at the local scale. | | | |
| Fieldwork | Possible data collection techniques: observing, field sketching, taking photographs or interviewing. | | | |
| Year level description | People are connected to many places  *People are connected to many places* further develops students’ understanding of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place), as they learn that places may be defined differently by diverse groups of people. Students are introduced to the concept of [scale](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Scale) as they learn about the hierarchy of [scale](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Scale) by which places are defined - from smaller rural villages to larger cities. Students’ understanding of the concept of [interconnection](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Interconnection) is developed by investigating their links with places locally and globally and the connection Aboriginal and Torres Strait Islander Peoples maintain with [Country/Place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Country%2FPlace).The concept of [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space) is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places.Students’ mental map of the world and their understanding of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.  The inquiry process provides opportunities for students to identify various regions of the world and explore connections between themselves and other places.  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 2 are articulated below.   * What is a place? * How are people connected to their place and other places? * What factors affect my connections to places? | | | |
| Geographical concepts | The concepts to develop geographical understanding in this year level are place, space, environment, scale and interconnection. | | | |
| Achievement standard | By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can be divided into major geographical divisions. They explain why places are important to people.  Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry. | | | |
| 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 2 Geography:   * 18–20 hours per year * 9–10 hours per unit | Unit 1 | | Unit 2 | |
| Defining places  The inquiry question for this unit is:   * What is a place?   The unit develops children’s understanding of the location of the major geographical divisions of the world in relation to Australia and the definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales.  Children will:   * use geographical tools (e.g. a globe and world map, or digital application like Google Earth) to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres * describe the location of continents relative to Australia using simple geographical terms to describe the direction and location of places such as north, south, opposite, near and far * examine the names of features and places in the local area, the meaning of these names and why they were chosen * investigate the names and meanings given to local features and places by the local Aboriginal and Torres Strait Islander Peoples * describe the hierarchy of places from the personal scale of their home through the local scale of their suburb or town, to the regional scale of their state, and the national scale of their country * recognise major geographical divisions of the world. | | Exemplar unit: Connections between people and places  The inquiry questions for this unit are:   * How are people connected to their place and other places? * What factors affect my connections to places?   The unit develops children’s understanding of the ways in which Aboriginal peoples and Torres Strait Islander peoples maintain special connections to particular Country/Place; and the connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world. Children will also develop an understanding of the influence of purpose, distance and accessibility on the frequency with which people visit places.  Children will:   * explain that some people have special connections to many countries through, for example, marriage, birth, residence and chosen or forced movement * discuss how some people are connected to one country, for example, because it is “mother’s” country or “father’s” country * describe the connections of the local Aboriginal or Torres Strait Islander peoples with the land, sea and animals of their Country/Place * examine the ways people are connected to other places through, for example, relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, and places of particular significance * discuss how their place may be connected to events that have happened in other places * investigate the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons * suggest what their pattern of visits to places might have been two generations ago and compare this to their current pattern * investigate how people’s connections with places are affected by transport and information and telecommunications technologies * report the findings to show the influence of distance and accessibility on the use of places now and over at least one generation * develop questions about the connections they have to other places * collect information and explore ideas about other places and people’s connections to them and how frequently people visit places and for what purpose * locate on an outline map the places they are connected to, or the places they visit for shopping, recreation or other reasons * develop a table to show students’ connections to different places * develop a map, incorporating map symbols, to show significant features * write or talk about their connection to places using appropriate directional and locational terms, including north and south * discuss with their teacher, other students and members of their family, what they know and have learned about connections with other places, and explain the significance of these connections. | |
| Teaching and learning | Links to other learning areas | History   * Explore a point of view [(ACHHS052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS052) * Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS054)   English   * Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension%20strategies) to build literal and inferred meaning and begin to analyse [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) by drawing on growing knowledge of [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), language and [visual features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=visual%20features) and print and [multimodal text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=multimodal%20text) structures [(ACELY1670)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1670) * Construct [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) featuring print, visual and audio elements using software, including word processing programs [(ACELY1674)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1674)   Mathematics   * Identify a question of interest based on one [categorical variable](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Categorical%20variable). Gather [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) relevant to the question [(ACMSP048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP048) * Create displays of [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) using lists, table and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Picture%20graphs) and interpret them [(ACMSP050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP050)   Science   * Use informal measurements in the collection and recording of observations, with the assistance of [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACSIS039)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS039) * Use a range of methods to sort information, including drawings and provided [tables](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Table) [(ACSIS040)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS040) * Compare observations with those of others [(ACSIS041)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS041) | | | |
| Aboriginal and Torres Strait Islander perspectives | Geography provides opportunities for children 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 children 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. Children 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. | | | |
| General capabilities and cross‑curriculum priorities | Description: Description: Description: Description: gc_literacy Description: Description: Description: Description: gc_numeracy Description: Description: Description: Description: gc_ict Description: Description: Description: Description: gc_critical Description: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | | Description: Description: Description: Description: gc_literacy Description: Description: Description: Description: gc_numeracy Description: Description: Description: Description: gc_ict Description: Description: Description: Description: gc_critical Description: 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 learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about achievement and progress at appropriate points, and to inform the reporting process. | | | |
| Unit 1 | | Unit 2 | |
| Assessment | | Assessment | |
| Collection of work  The purpose of this assessment is to make judgments about children’s responses to a series of focused tasks within one cohesive investigative context. Teachers and children collaborate on tasks, which are conducted in class and in children’s own time. This differs from a folio of assessment responses used to make a judgment at the end of a term and assessment.  The focus of the collection of work is identifying the features that define places and recognise that places can be described at different scales and that the world can be divided into major geographical divisions. Children also represent location and features of places and interpret their geographical information to draw conclusions.  A collection of work may include:   * labelled outline maps of local places * labelled diagrams or tables * short written explanations * journal entries * annotated visual records * records of evidence gathered on a field trip * oral, electronic or multimodal presentations. | Valued features[[1]](#footnote-1) | Guided research  The purpose of this assessment is to make judgments about children’s ability to observe, collect, record and represent geographical data and findings to demonstrate understanding of how people in different places are connected to each other, why places are important to them and how factors such as location and distance influence the connections.  Research in a P–2 context is guided. Guided research involves children and teachers collaborating to gather and record information. They follow an inquiry approach that aligns to the Geographical Inquiry and Skills strand for the Year 2 level.  Research presentation formats may include:   * responses to inquiry questions * informal and guided discussions * responses based on fieldwork,  e.g. a local community site study * picture diaries * multimodal presentations * fieldwork observations using photographs and drawings * categorising drawings or photos * story books using photographs. | 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 opportunities to moderate samples of children’s work at a school or cluster level to reach consensus and consistency. | | | |

Year 2 Geography: review for balance and coverage of content descriptions, including emphasis on 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 geographical divisions of the world in relation to Australia [(ACHGK009)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK009) | ✓ |  | **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 P–2, children explore the places they live in and belong to, and learn to observe and describe features of places. Children also become aware of, and interested in, more distant places. The idea of active citizenship is developed as children consider how places can be cared for. | ✓ | ✓ |  | Observing, questioning and planning   * Pose geographical questions about familiar and unfamiliar places [(ACHGS013](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS013)) | ✓ | ✓ |
| The definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales [(ACHGK010)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK010) | ✓ |  | **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 P–2, children’s spatial thinking starts by learning about direction and distance and how familiar things, such as the classroom or school grounds, are organised for different purposes. By Year 2, children become aware of the distances between places and how distance constrains their activities. | ✓ | ✓ |  | Collecting, recording, evaluating and representing   * Collect and record geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films [(ACHGS014)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS014) | ✓ | ✓ |
| The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular [Country/Place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Country%2FPlace) [(ACHGK011)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK011) |  | ✓ | **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 1 and 2, children are introduced to the concept of the environment through the exploration of their own environment and other places, and by recognising how places vary in terms of their natural features. | ✓ | ✓ |  | * Represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and the location of places and their [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) by constructing tables, plans and labelled maps [(ACHGS015)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS015) | ✓ | ✓ |
| The connections of people in Australia to other places in Australia, the countries of the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region), and across the world [(ACHGK012)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK012) |  | ✓ | **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 P–2, children explore place, space and environment in studies at the personal and local scale. | ✓ | ✓ |  | Interpreting, analysing and concluding   * Draw conclusions based on the interpretation of geographical information sorted into categories [(ACHGS016)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS016) | ✓ | ✓ |
| The influence of purpose, distance and accessibility on the frequency with which people visit places [(ACHGK013)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK013) |  | ✓ | **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 a 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 Year 2, children are introduced to the concept of interconnection when learning how they are connected to places throughout the world and through exploring connections of Aboriginal peoples and Torres Strait Islander peoples to Country/Place. |  | ✓ |  | Communicating   * Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far [(ACHGS017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS017) | ✓ | ✓ |
|  |  |  |  |  |  |  | Reflecting and responding   * Reflect on their learning and suggest responses to their findings [(ACHGS018)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS018) | ✓ | ✓ |

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)