Year 3 plan — Australian Curriculum: Geography

Implementation year: School name:

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| Identify curriculum | Phase curriculum focus | Investigating places and environments  In Years 3–4 students ask more complex geographical questions and contribute to planning their geographical inquiries and learning. They can provide reasons for what they think and justify their conclusions.  The curriculum focus shifts from exploration to more purposeful investigation. In these years, students learn to describe and compare the environmental and human characteristics of places in different locations at the local, regional and national scale. They reflect on how people feel about places and learn how the environment supports their life and the life of other living things. They examine different views on how to protect environments and how to use resources and manage waste sustainably.  Sustainability is also examined through a study of Aboriginal and Torres Strait Islander Peoples’ custodial responsibility for their Country/Place. The development of a student’s mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.  In their investigations, students collaborate to collect and record information, identify patterns and trends and draw conclusions, and communicate their findings using appropriate geographical vocabulary. Specific new geographical skills in Years 3–4 include the use of aerial photographs and satellite images, the construction of simple graphs and the interpretation of maps. | | | |
| Geographical scale and spatial context | Students’ mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia’s neighbouring countries. Studies continue to be made at the scale of local place. | | | |
| Fieldwork | The curriculum should provide opportunities for fieldwork at all stages, as this is an essential component of geographical learning. Fieldwork is any activity involving the observation and recording of information outside of the classroom. It could be within the school grounds, around neighbouring areas or in more distant locations. Insert the data collection techniques and geographical contexts that are appropriate for fieldwork at this Year level. | | | |
| Year level description | Places are both similar and different  *Places are both similar and different* continues to develop students’ understanding of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) by examining the similarities and differences between places within and outside Australia. The concept of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) is developed through examining the major natural and human characteristics of Australia the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students use the geographic concepts of [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) and [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space) to examine the similarities and differences between places in terms of the [climate](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Climate) and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) to their own, and then think about their own and others’ feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. 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 about the [representation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Representation) of Australia and the location of Australia’s neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the [scale](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Scale) of the [local](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Local) [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place).  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 3 are:   * How and why are places similar and different? * What would it be like to live in a neighbouring country? * How do people’s feelings about places influence their views about the protection of places? | | | |
| Geographical concepts | The concepts to develop geographical understanding in this Year level are place, space, interconnection, scale, environment, sustainability and change. | | | |
| Achievement standard | By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.  Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge. | | | |
| 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 3 Geography:   * 37–40 hours per year * 18–20 hours per unit | Unit 1 | | Unit 2 | |
| Exemplar unit: Investigating how places are similar and different  The inquiry questions for this unit are:   * How and why are places in Australia and in Australia’s neighbouring countries similar and different? * What would it be like to live in a neighbouring country?   The focus of the unit is to develop student understanding of the major natural and human characteristics of Australia and one of its neighbouring countries. The scale of comparison between Australia and Australia’s neighbouring countries is at the level of the local place.  Students will:   * identify and describe major natural features of Australia, e.g. rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef * identify and describe human features of Australia, e.g. farmland, highways, railways and cities * collect and record data and information about the natural and human characteristics of places in the local area, e.g. by observing, interviewing, sketching, conducting surveys and measuring * represent Australia’s states, territories, major cities and regional centres on large-scale maps using simple grid references, compass direction and distance * use language maps to show the Country/Places of Aboriginal peoples and Torres Strait Islander peoples and explain how the boundaries between Aboriginal Countries are quite different to the survey boundaries between Australian states and territories * identify the difference between weather and climate and represent the location of the main climate zones in Australia and the world, e.g. equatorial, tropical arid, semi-arid, temperate and Mediterranean * represent geographical data in different forms such as tables and graphs * interpret geographical data and information to identify and draw conclusions about distributions and patterns using spatial technologies such as Google Earth where appropriate * present findings and information about life in a neighbouring country. | | Investigating feelings and views about the protection of places  The inquiry questions for this unit are:   * How and why are places similar and different? * How do people’s connections to places affect their perception of them?   The focus of the unit is to develop student understanding of the concept of sustainability by exploring feelings that influence views about the protection of different places. Students undertake a case study of another place outside Australia on a local scale to examine the similarities and differences between types of settlements, demographic characteristics and the lives of people who live there.  Students will:   * develop geographical questions to investigate feelings and views about different places * explore the similarities and differences in individuals’ and groups’ feelings about places through sources such as images, paintings, poems and stories * collect and record data and information about special places using sources such as maps, photographs, satellite images, the media and the internet * locate and represent places and environments, that are significant to them and other people, on maps * identify similarities and differences between the types of settlements of places * identify the diversity of people who live in their place using geographical data and information * explore different views about the protection of places of significance such as wetlands, World Heritage sites or sacred sites * represent data by constructing tables and graphs * interpret geographical data and information about places inside and outside Australia to draw conclusions about types of settlements, demographic characteristics and the lives of people who live to there * present findings and propose actions to protect places and environments. | |
| Links to other learning areas | History   * The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area [(ACHHK060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK060) * Identify sources [(ACHHS215)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS215) * Locate relevant information from sources provided [(ACHHS068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS068) * Identify different points of view [(ACHHS069)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS069) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS071)   English   * Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension%20strategies) to build literal and inferred meaning and begin to evaluate [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) by drawing on a growing knowledge of [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text%20structure) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language%20features) [(ACELY1680)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1680) * Use software including word processing programs with growing speed and efficiency to construct and edit [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) featuring visual, print and audio elements [(ACELY1685)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1685)   Science   * Use a range of methods including [tables](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Table) and simple column [graphs](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Graph) to represent [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Data) and to identify [patterns](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Pattern) and [trends](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Trend) [(ACSIS057)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS057)   Mathematics   * Create and interpret simple grid maps to show position and pathways [(ACMMG065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG065) * Collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data), organise into categories and create displays using lists, tables, [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Picture%20graphs) and simple column graphs, with and without the use of digital technologies [(ACMSP069)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP069) * Interpret and compare [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) displays [(ACMSP070)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP070) | | | |
| Teaching and learning | 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. | | | |
| 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 purpose of 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.  The focus of the collection of work is to record, represent, interpret, analyse and draw conclusions about geographical data and information that identifies spatial distributions and patterns and compares the similarities and differences between places within and outside Australia. Students can present their findings in a number of ways. Examples include:   * written explanations * records of research data or data collected on a field trip * diagrammatic representations of information such as flowcharts or plans * data representations including graphs and tables * labelled maps using cartographic conventions * interpretations of spatial distributions and patterns in graphs, tables or maps * reports of short practical activities * responses using digital or geospatial technologies. | Valued features[[1]](#footnote-1) | Research (multimodal/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 present their findings about a different place from their own, exploring similarities and differences in types of settlements, demographic characteristics and the lives of the people who live there. They explore views about the protection of this place. | 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 3 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 [representation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Representation) of Australia as states and territories, and Australia’s major natural and human [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) [(ACHGK014)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK014) | ✓ |  | **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 [(ACHGS019)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS019) |  | ✓ |
| The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia [(ACHGK015)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK015) | ✓ |  | **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, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet [(ACHGS020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS020) |  | ✓ |
| The location of Australia’s neighbouring countries and their diverse characteristics [(ACHGK016)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK016) | ✓ | ✓ | **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. | ✓ | ✓ |  | * Represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) by constructing tables and graphs [(ACHGS021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS021) | ✓ | ✓ |
| The main [climate](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Climate) types of the world and the similarities and differences between the climates of different places [(ACHGK017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK017) | ✓ |  | **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 of places and their [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) by constructing large-scale maps that conform to cartographic conventions including [scale](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Scale), legend, title and north point, and describe their location using simple grid references, compass direction and distance [(ACHGS022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS022) | ✓ | ✓ |
| The similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places [(ACHGK018)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK018) |  | ✓ | **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) to identify distributions and patterns and draw conclusions [(ACHGS023)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS023) | ✓ | ✓ |
| The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there [(ACHGK019)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK019) |  | ✓ | **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 in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology [(ACHGS024)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS024) | ✓ | ✓ |
|  |  |  | **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 action in response to a contemporary geographical challenge and identify the expected effects of the proposal [(ACHGS025](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS025)) |  | ✓ |

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)