Year 3 unit overview — Australian Curriculum: Geography

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).

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| Unit no. | Unit title | Duration of unit |
| 1 | Investigating how places are similar and different | 20 hours |

| Unit outline |
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| The Year 3 curriculum focuses continues to develop students’ understanding of place by examining similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia, the Countries/Places of Aboriginal peoples and Torres Strait Islander peoples, and Australia’s neighbouring countries.  Students’ mental map 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. These comparisons should continue to be made at the local scale.  There is a strong focus in this unit on the use of geographical inquiry and skills. The students will:   * collect and record relevant geographical data and information such as maps, photographs, satellite images and media reports * represent data by constructing tables and simple graphs (e.g. picture graphs or column graphs) * interpret geographical data and information to identify distributions and patterns, and draw conclusions, using spatial technologies as appropriate * present findings and ideas in texts about the similarities and differences between places in Australia and places in neighbouring countries   Specific new geographic skills in Year 3 includes the use of aerial photographs and satellite images, construction of simple graphs and communicating location using simple grid references and compass direction. There are opportunities to make connections to Australian Curriculum: Mathematics and Australian Curriculum: Science in working with tables and graphs  Fieldwork opportunities are provided in this unit at a local area site and possible data collection techniques include observing, field sketching, taking photographs for labelling and annotating, constructing maps, interviewing and conducting surveys.  The inquiry questions for the 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? |

| Identify curriculum | | | | | | | | |
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| Content descriptions to be taught | | | | | | General capabilities  and cross‑curriculum priorities | | |
| Geographical Knowledge and Understanding | | | Geographical Inquiry and Skills | | |
| * 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) * The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia [(ACHGK015)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK015) * The location of Australia’s neighbouring countries and their diverse characteristics [(ACHGK016)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK016) * 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) | | | Collecting, recording, evaluating and representing   * 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) * 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)   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)   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) | | | The application of the general capabilities and cross-curriculum priorities in this include may include:  Description: Description: gc_literacy **Literacy**   * Identify and describe different climate types of the world   Description: Description: gc_numeracy **Numeracy**   * Create a column graph to show climate patterns   Description: Description: gc_ict **ICT capability**   * Use Google Earth to identify and locate different types of settlements   Description: Description: gc_critical **Critical and creative thinking**   * Draw conclusions about the diverse characteristics of places   Description: Description: gc_personal_social **Personal and social capability**   * Collaborate in groups to develop geographical questions to investigate different places   Description: Description: gc_ethical Ethical understanding   * Explore personal perceptions of Australia’s neighbouring countries   Description: Description: gc_intercultural Intercultural understanding   * Explore why boundaries between Aboriginal Countries and surveyed boundaries between Australian states are different | | |
|  | | |  | | | Aboriginal and Torres Strait Islander histories and cultures   * Identify the language groups and territories of Aboriginal peoples and Torres Strait Islander peoples   Description: Description: cc_asia Asia and Australia’s engagement with Asia   * Identify Australia’s neighbours in relation to Australia on a map   Description: Description: cc_sust Sustainability   * Plan actions to preserve the natural features of places. | | |
| Geographical understandings | | | | | | | | |
| The unit provides opportunities for students to develop geographical understandings that are particularly focused on the following concepts. | | | | | | | | |
| ☒ Place | ☒ Space | ☒ Environment | | ☒ Interconnection | ☒ Change | | ☒ Sustainability | ☒ Scale |
| Explanations of these geographical concepts for Years 3–6 are provided in the QSA Year level plans, available at  <http://www.qsa.qld.edu.au/yr3-geography-resources.html> > Curriculum > Planning templates and exemplars > Year level plans and in the Appendix. | | | | | | | | |
| 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. | | | | | | | | |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland Studies of Society and Environment (SOSE)  Essential Learnings by the end of Year 3  Knowledge and understanding  Place and space   * Maps have symbols to represent places and identify the relative position of features including landmarks and locations   Culture and identity   * Aboriginal peoples and Torres Strait Islander peoples are Australia’s Indigenous peoples and their influences are evident and valued in Australian communities   Ways of working  Students are able to:   * make judgments about the usefulness of the information and evidence * draw conclusions and give explanations, using information and evidence * communicate social and environmental ideas, using texts and terminology to match audience and purpose. | Year 4 Australian Curriculum: Geography  Geographical Inquiry and Skills  Collecting, recording, evaluating and representing   * Represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) by constructing tables and graphs [(ACHGS028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS028) * 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 [(ACHGS029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS029)   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 [(ACHGS030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS030)   Communicating   * Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology [(ACHGS031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS031) |
| Bridging content | |
| The SOSE Essential Learnings by the end of Year 3 do not require students to represent Australia’s major natural and human features or locate Australia’s neighbouring countries and their diverse characteristics. Bridging experiences may be needed to develop the geographical skills of collecting information using geographical techniques such as:   * taking measurements * conducting surveys and interviews * using aerial photographs and satellite images * recording information using geographical methods, such as simple column graphs * interpreting data to identify distributions and trends using digital and spatial technologies. | |
| Links to other learning areas | |
| Geography is a subject in the Humanities and Social Sciences learning area and has connections to History, Civics and Citizenship and Economics and Business. There are opportunities to connect learning experiences in Geography to other learning areas.  Australian Curriculum: History   * Locate relevant information from sources provided [(ACHHS068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS068) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS071)   Australian Curriculum: 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)   Australian Curriculum: 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)   Australian Curriculum: 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) | |

| Assessment | Make judgments |
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| Describe the assessment | Teachers gather evidence to make judgments about the following characteristics of student work:  Understanding   * Describe the characteristics of different places at the local scale * Identify and describe similarities and differences between the characteristics of these places * Describe the location of selected countries and the distribution of features of places   Skills   * Represent data by constructing tables and graphs * Represent location on labelled maps that conform to cartographic conventions, including legend, title and north point * Describe the location of places and their features using simple grid references and cardinal compass points * Interpret geographical data to identify distributions and draw conclusions * Present findings using simple geographical terminology   The valued features of the standard elaborations targeted in this assessment are:   * Geographical knowledge and understanding * Interpreting and analysing * Communicating   For further advice and guidelines on constructing task-specific standards, refer to the standards elaborations: [www.qsa.qld.edu.au/26025.html](http://www.qsa.qld.edu.au/26025.html) > select the Year level > choose the Resources tab > Standards elaborations. |
| Students are given opportunities to demonstrate their knowledge, skills and understanding across a range of assessments. This assessment is collected in student folios and allows for ongoing feedback to students on their learning.  Year 3 teachers make decisions about the length of time required to complete the tasks and the conditions under which assessment is to be conducted. The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences, the teacher can provide feedback on specific skills.  Collection of work (Written)  The purposeof 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 on the interpretation of geographical data and information to identify spatial distributions and patterns and draw conclusions about the similarities and differences between places in Australia and places in neighbouring countries.  Examples may include:   * a labelled map showing Australia’s states and major natural and human features * records of observations from fieldwork * construction of a simple column graph * analysis of source material about Australia’s neighbouring countries.   Suggested conditions   * open * multimodal * 30– 200 words   Refer to *Australian Curriculum: Geography — Assessment categories, techniques and conditions:* [www.qsa.qld.edu.au/downloads/p\_10/ac\_geography\_assess\_advice.pdf](http://www.qsa.qld.edu.au/downloads/p_10/ac_geography_assess_advice.pdf) |

| Teaching and learning | | |
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| Teaching strategies and learning experiences | Supportive learning environment[[1]](#footnote-1) | Resources |
| Section 1: Places within Australia   * As a class, use geographical tools, such as a wall map, atlas or spatial application (e.g. Google Earth) to: * locate and represent Australia’s states, territories, major cities and regional centres on large-scale maps. Use directional language and grid references to describe the locations. Introduce the concept of compass points and north point. * identify and describe the major natural features of Australia (e.g. rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef) using photo images and other geographical sources. Represent these features on a map using a spatial application, such as Google Earth or an outline map * identify and describe the human features of Australia, e.g. farmland, highways, railways and cities. Represent these features on the map of Australia * use language maps to show how Australia is divided into many Aboriginal Countries and Torres Strait Islander Places. Describe how the boundaries between Aboriginal Countries are quite different from the survey boundaries between Australian states and territories to gain an appreciation about the different ways Australia is represented. Ask the students: What do the notice about the differences in boundaries between the two maps? * Have the students record observations about the natural and human features of the school grounds or local area by observing, taking photographs for labelling, labelling drawings or labelling an outline map. Use Google Earth to look at how the human and natural features at the field site are represented in aerial photographs. * Explain the difference between weather and climate and identify the hot, temperate and polar zones of the world using a spatial application or the Blue Planet Biomes website: [blueplanetbiomes.org/climate.htm](http://blueplanetbiomes.org/climate.htm). | Adjustments for needs of learners | Students would benefit from access to:   * a range of literary and non-literary texts about the places in Australia and places in Australia’s neighbouring countries * the many Countries/Places of Aboriginal peoples and Torres Strait Islander peoples * spatial technologies, such as Google Earth, simple maps, a globe, charts and diagrams to develop spatial awareness * blank outline maps with large grid scales.   Teaching geography   * Catling, S, Willy, T & Butler, J 2012, *Teaching Primary Geography for Australian Schools*, Hawker Brownlow, Melbourne. * Australian Geography Teachers of Australia, *Geogspace*, [www.geogspace.edu.au/](http://www.geogspace.edu.au/) * Wildy, M & Smith, F 2007, *Teaching about other countries*, Global Education Centre, Goodwood, SA. |
| * On an outline map, represent the location of the main climate zones in Australia and the world to show which places are coolest and which places are the hottest. Pose questions help the students to identify the distribution of climate zones in the world: What do you notice about the location of the hot zones and cold zones of the world? Provide the students with photographs or images to identify the features of places in these climate zones. * Opportunities to develop geographical skills may include: * measuring the relative distance of places using a ruler or piece of string, and representing this data in a table * drawing and labelling simple outline maps using symbols in legends * locating features on maps using grid reference coordinates and a range of different symbols * creating tables or picture graphs to show patterns in data collected from observations or other sources * using directional language to describe the relative locations of places * building word walls of geographical terminology and place names to develop students’ understanding * using geographical terminology when communicating in small and whole class groups, using flash cards as prompts.   Section 2: Australia’s neighbouring countries   * Use geographical tools, such as a wall map, atlas or spatial application (e.g. Google Earth) to have the students: * identify and locate Australia’s neighbouring countries, such as New Zealand, the Pacific Island nations, Papua New Guinea, Timor-Leste and Indonesia * describe the natural and human and climate features of a selection of Australia’s neighbouring countries. * Ask the students: Which countries are similar to Australia and which countries are different from Australia? * Select countries based on students’ experiences and interests to use as case studies. Provide students with a range of photographs and/or satellite images to examine. Working in small groups, have the students describe the similarities and differences they observed in the photographs. |  | Useful websites and digital resources   * National Geographic, World Political MapMaker Kit, [education.nationalgeographic.com/education/maps/world-political-mapmaker-kit/?ar\_a=1](http://education.nationalgeographic.com/education/maps/world-political-mapmaker-kit/?ar_a=1)   Online photographs   * Bored Panda, Children from around the world photographed with their toys, [www.boredpanda.org/children-toy-stories-gabriele-galimberti/](http://www.boredpanda.org/children-toy-stories-gabriele-galimberti/) * Australian Tourism, Image Gallery, [www.images.australia.com/](http://www.images.australia.com/) * Downloaded images of Australia’s natural features from Google images * Global education, Images*,* [www.globaleducation.edu.au/1838.html](http://www.globaleducation.edu.au/1838.html) * Post crossing, [www.postcrossing.com/](http://www.postcrossing.com/) * Asia Education Foundation, “Images of Indonesia” (online module), [www.asiaeducation.edu.au/curriculum\_resources/geography/year\_3\_images\_of\_indonesia/images\_of\_indonesia\_landing\_page.html](http://www.asiaeducation.edu.au/curriculum_resources/geography/year_3_images_of_indonesia/images_of_indonesia_landing_page.html) |
| * Guide students through the Asia Education Foundation’s “Images of Indonesia” web module (see Resources) to explore life through the eyes of a young Indonesian boy. * As a class, examine photographs and images of places outside Australia. Geographical questions that students can be asked include: * Where is this place? * What is this place like? * Why is it the way it is? * How is this place connected to other places? * How is this place special to the people who live here? * What would it feel like to live in this place? * How is it similar to our own locality and how is it different? * How is this place changing? * How might this place change in the future? * How can this place be improved? * As a class, examine photographs and images of people’s lives in neighbouring countries: Geographical questions that students can be asked include: * What are these people’s lives like? * In what ways are these people’s lives connected with other people’s lives? * How and why do they differ from, or are similar to, other people’s lives? * How are these people’s lives changing? * What would it feel like to be one of these people? * Why are these people’s lives different from mine? * Who has control and power over these people’s lives? * Have the students present their findings and reflect on learning about the similarities and differences between places using graphic, visual or diagrammatic representations. * Have students complete a Y-chart to reflect on their feelings about places (e.g. Looks like, feels like, sounds like). Discuss whether their feelings about places have changed during the unit. |  | * Tourism Australia, *Australia.com*, [www.australia.com](http://www.australia.com/) > choose the Explore tab > Australian icons. * ABC, Indigenous language map, [www.abc.net.au/indigenous/map/](http://www.abc.net.au/indigenous/map/) * Blue Planet Biomes, World climate zones, [blueplanetbiomes.org/climate.htm](http://blueplanetbiomes.org/climate.htm)   Books   * Menzel, P 2004, *Material World: A Global Family Portrait*, Sierra Club Books, San Francisco. * Heydlauff, L 2004, *Going to school in India*, Viking, New Delhi. * Asia Education Foundation 1998, *Snapshots of Asia: Indonesia*, Commonwealth of Australia. |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.  Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |

## Appendix

### Concepts for developing geographical understandings in Years 3–6

| Concept | Description |
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| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |

1. Part 6 of the Disability Standards for Education (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning. The Disability Standards for Education 2005 (Cwlth) is available from: [www.ag.gov.au](http://www.ag.gov.au/) > select Human rights and anti-discrimination > Disability standards for education. [↑](#footnote-ref-1)