Year 4 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 the location of the major countries in South America and Africa and investigating their types of natural vegetation and native animals. Students undertake studies of places in different locations at the national scale. | | | |
| Fieldwork | Fieldwork opportunities are provided at a local area site.  Possible data collection techniques include: | | | |
| * observing * field sketching * taking photographs for labelling and annotating * constructing maps | | * interviewing * conducting surveys * measuring. | |
| Year level description | The Earth’s environment sustains all life  *The Earth’s* [*environment*](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) *sustains all life* focuses on developing students’ understanding of [sustainability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Sustainability) which is about the ongoing capacity of the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) to sustain human life and wellbeing. Students recognise that people have different views on how [sustainability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Sustainability) can be achieved. They learn that [sustainability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Sustainability) means more than the careful use of resources and the safe management of waste, and they develop their understanding of the concept by exploring some of the other functions of the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) that support their lives and the lives of other living things. They investigate the [custodial responsibility](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Custodial%20responsibility) of Aboriginal and Torres Strait Islander Peoples to their [Country/Place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Country%2FPlace) and their past and present views on the sustainable use of resources. 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 the location of the major countries in South America and Africa and investigating their types of [natural vegetation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Natural%20vegetation) and native animals on those continents.  The inquiry process provides opportunities to consider the sustainable use of environments and resources and to apply this information to develop a plan for appropriate action that people could take to improve [environmental quality](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environmental%20quality).  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 4 are:   * How does the environment support the lives of people and other living things? * How do different views about the environment influence approaches to sustainability? * How can people use places and environments more sustainably? | | | |
| Geographical concepts | The key concepts to develop geographical understanding in this Year level are place, space, environment, interconnection, change, sustainability and scale. | | | |
| Achievement standard | By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment.  They describe the location of selected countries in relative terms and [identify](http://www.australiancurriculum.edu.au/Glossary?a=&t=Identify) simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge.  Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance .Students interpret data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action. | | | |
| 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 4 Geography:   * 37–40 hours per year * 18–20 hours per unit | Unit 1 | | Unit 2 | |
| Exemplar unit: Investigating how the environment sustains all life  The inquiry questions for this unit are:   * How does the environment support the lives of people and other living things? * How do different views about the environment influence approaches to sustainability?   The focus of the unit is on developing student understanding of the importance of environments to both animals and people, and exploring views on how they can be protected. The scale of study is at the local, regional and global level with case studies of the types of natural vegetation and native animals of selected countries in South America and Africa.  Students will:   * identify the importance of environments to animals and people, and explore different views on how environments and habitats can be protected * identify and describe types of natural vegetation, including forest, savannah, grassland, woodland and desert in different environments * explore the significance of vegetation to animals and people, such as the production of oxygen, the protection of land from erosion by water and wind, and the provision of habitat for animals * identify some of the resources produced by the environment and where they come from, e.g. water, food, raw materials, fibres, timber and metals * represent the locations of major countries of Africa and South America in relation to Australia, and their main characteristics, including types of vegetation and native animals in at least two countries from each continent * represent data by constructing tables and graphs * interpret and evaluate geographical data and information using digital and spatial technologies to identify patterns and draw conclusions * present findings and ideas in texts about the importance of environments to both animals and people. | | Investigating sustainable uses of environments and resources  The inquiry questions for this unit are:   * How do different views about the environment influence approaches to sustainability? * How can people use places and environments more sustainably?   The focus of the unit is on developing student understanding of the custodial responsibility of Aboriginal peoples and Torres Strait Islander peoples to their Country/Place and their past and present views on the sustainable use of resources and environments. They apply this understanding to develop a plan for appropriate action to improve environmental quality in a selected place.  Students will:   * develop geographical questions to investigate sustainable uses of resources and environments * collect and record relevant geographical data and information from sources about how Aboriginal Peoples and Torres Strait Islander Peoples’ ways of living were adapted to the resources of their Country/Place * represent the distribution of Aboriginal peoples and Torres Strait Islander peoples before and after colonisation * collect and record information from sources about the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples about the sustainable use of resources and environments, e.g. use of bush foods, fire-stick farming and rotational food harvesting * represent data by constructing tables and graphs * interpret geographical data and information using digital and spatial technologies to identify patterns and draw conclusions * present findings and ideas about sustainable uses of environments and resources * reflect on learning to propose actions about how sustainability can be achieved. | |
| Links to other learning areas | History   * The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives [(ACHHK077)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK077) * Identify sources [(ACHHS216)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS216) * Locate relevant information from sources provided [(ACHHS084](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS084)) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS087)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS087)   English   * Identify features of online [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) that enhance readability including [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text), navigation, links, graphics and [layout](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layout) [(ACELA1793)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1793) * Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension%20strategies) to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1692)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1692) * Use a range of software including word processing programs to construct, edit and publish written [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text), and select, edit and place visual, print and audio elements [(ACELY1697)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1697)   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) [(ACSIS068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS068) * Living things, including plants and animals, depend on each other and the [environment](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Environment) to survive [(ACSSU073)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSSU073)   Mathematics   * Use simple scales, legends and directions to interpret information contained in basic maps [(ACMMG090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG090) * Select and trial methods for [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) collection, including survey questions and recording sheets [(ACMSP095)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP095) * Construct suitable [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) displays, with and without the use of digital technologies, from given or collected [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data). Include tables, column graphs and [picture graphs](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Picture%20graphs) where one picture can represent many [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) values [(ACMSP096)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP096) | | | |
| 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. | | | |
| Teaching and learning | 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 geographical data and information that identifies spatial distributions and patterns and draws conclusions about the environmental and demographic characteristics of countries from the continents of Africa and South America in relation to Australia.  Examples may 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 gather information about the different views regarding the sustainable use of resources and environments, including those of Aboriginal Peoples and Torres Strait Islander Peoples. Students apply this understanding to develop a plan for appropriate action to improve environmental quality in a selected 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 4 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 location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of [natural vegetation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Natural%20vegetation) and native animals in at least two countries from both continents [(ACHGK020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK020) | ✓ |  | **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 [(ACHGS026)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS026) |  | ✓ |
| The types of [natural vegetation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Natural%20vegetation) and the significance of vegetation to the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) and to people [(ACHGK021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK021) | ✓ |  | **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 and measuring, or from sources such as maps, photographs, satellite images, the media and the internet [(ACHGS027](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS027)) |  | ✓ |
| The importance of environments to animals and people, and different views on how they can be protected [(ACHGK022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK022) | ✓ | ✓ | **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 [(ACHGS028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS028) | ✓ | ✓ |
| The [custodial responsibility](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Custodial%20responsibility) Aboriginal and Torres Strait Islander Peoples have for [Country/Place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Country%2FPlace), and how this influences their past and present views about the use of resources [(ACHGK023)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK023) |  | ✓ | **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. | ✓ | ✓ |  | * 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) | ✓ | ✓ |
| The natural resources provided by the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment), and different views on how they could be used sustainably [(ACHGK024)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK024) |  | ✓ | **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. | ✓ | ✓ |  | 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) | ✓ | ✓ |
| The sustainable management of waste from production and consumption [(ACHGK025)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK025) |  | ✓ | **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 [(ACHGS031](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS031)) | ✓ | ✓ |
|  |  |  | **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. | ✓ | ✓ |  | 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 [(ACHGS032](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS032)) |  | ✓ |

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)