Year 4 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 environments sustain all life  | 20 hours |

| Unit outline |
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| The Year 4 curriculum focuses on developing students’ understanding of the concept of sustainability by exploring the importance of different environments to both people and other living things. Students’ mental map of the world and their understanding of place are further developed through learning the location of major countries in South America and Africa and their types of natural vegetation and native animals. Students undertake studies of places in different locations at the national scale.There is a strong focus in this unit on the use of geographical inquiry and skills. The students will: * represent data by constructing tables and graphs
* represent places and their features by constructing large-scale maps describing their location and interpreting 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 using geographical terminology

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, conducting surveys and measuring. The inquiry questions for the 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?
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| Identify curriculum |
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| Content descriptions to be taught | General capabilitiesand cross‑curriculum priorities |
| Geographical Knowledge and Understanding | Geographical Inquiry and Skills |
| * 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)
* 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)
* 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)
 | 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)
 | The application of the general capabilities and cross-curriculum priorities in this include may include:Description: Description: gc_literacy Literacy* Use geographical terms to explain the importance of environments to animals

Description: Description: gc_numeracy Numeracy* Record and display geographical data in a table

Description: Description: gc_ict **ICT capability*** Use spatial technology to generate a map.

Description: Description: gc_critical Critical and creative thinking* Interpret line graphs to identify distributions and patterns

Description: Description: gc_personal_social **Personal and social capability*** Discuss different interpretations of data to reach agreement about conclusions

Description: Description: gc_ethical **Ethical understanding*** Develop self-awareness about actions that impact on the environment

 Aboriginal and Torres Strait Islander histories and cultures* Investigate Aboriginal and Torres Strait Islander peoples’ ways of living with environmental resources
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|  |  | Description: Description: cc_asia Asia and Australia’s engagement with Asia* Identify native animals and types of vegetation of Australia’s neighbours in the Asian region

Description: Description: cc_sust Sustainability* Reflect on different views about the sustainability of different environments
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| 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 [www.qsa.qld.edu.au/yr4-geography-resources.html](http://www.qsa.qld.edu.au/yr4-geography-resources.html) > Curriculum > Planning templates and exemplars > Year level plans, and in the Appendix. |
| 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 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. |

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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 5Knowledge and understanding Place and space* Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones.
* Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key

Ways of working Students are able to:* pose and refine questions for investigations
* draw and justify conclusions based on information and evidences.
 | Year 5 Australian Curriculum: Geography Knowledge and Understanding * The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental [characteristics of places](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Characteristics%20of%20places) in at least two countries from both continents [(ACHGK026)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK026)
* The influence of the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) on the human characteristics of a [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) [(ACHGK028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK028)

Geographical Inquiry and Skills Collecting, recording, evaluating and representing * Evaluate sources for their usefulness and represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) in different forms, for example, maps, plans, graphs, tables, sketches and diagrams [(ACHGS035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS035)
* Represent the location and [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, [scale](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Scale), legend, title and north point, using [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate [(ACHGS036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS036)

Interpreting, analysing and concluding * Interpret geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and other information, using digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate, and identify spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Trends), and infer relationships to draw conclusions [(ACHGS037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS037)

Communicating * Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACHGS038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS038)
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| Bridging content |
| The SOSE Essential Learnings by the end of Year 5 do not require students to locate and identify the types of natural vegetation and native animals of selected countries of Africa and South America. 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.
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| 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 [(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)

Australian Curriculum: Mathematics * Use simple scales, legends and directions to interpret information contained in basic maps [(ACMMG090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG090)
* 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)

Australian Curriculum: Science * 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)
* 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)

Australian Curriculum: English * 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)
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| 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 and compare the characteristics of places in different locations at the national scale
* Identify and describe the interconnections between people and the environment
* Describe the location of selected countries in relative terms
* Identify simple patterns in the distribution of features of places

Skills* Represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps
* Describe the location of places and their features using simple grid references, compass direction and distance
* Interpret data to identify spatial distributions and simple patterns and draw conclusions
* Present findings using 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 4 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 environmental characteristics of countries in South America and Africa in relation to Australia. Examples may include: * a labelled map of the places and features of selected countries of South America and Africa
* construction of a simple graph to identify different types of vegetation
* interpretation of spatial distributions and patterns relating to climate zones
* a visual representation of sustainable use of the Earth’s resources.

Suggested conditions: * open
* 100–200 words
* Multimodal

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: Developing understandings of geographical concepts* Engage in a class discussion about the following quote:

“We are living as if we have an extra planet at our disposal. We are using 50 per cent more resources that the Earth can sustainably produce and unless we change course, that number will grow fast — by 2030 even two planets will not be enough.” Quote from Jim Leape, Director General of World Wildlife Fund (WWF) International, available on the home page of the Living Planet Report 2012 website (see Resources). * As a class, watch the YouTube clip *Sustainability explained through animation* (see Resources). Discuss the visual representation of the key ideas about this concept.
* Use a concept map or infographic, such as a word cloud (see Resources), to identify the big ideas about the concepts “the environment” and “sustainability”, e.g. resources, animals, vegetation, forests, settlements, agriculture, wellbeing, future, management. Display this concept map for students to refer to during the unit.
* Have the students make observations about the local environment in a field trip around the school grounds or to a neighbouring area. Identify the environmental features of the place, the living and non-living things and the landform features. Ask the students: What makes this environment special?

Section 2: Collecting, recording and representing data. * Select learning experiences in this section for use in the collection of work.
* Download a MapMaker kit from the National Geographic website (see Resources) and assemble a wall-sized outline map of the world. Alternatively, use another outline world map. Ask the students to represent locations in Australia, South America and Africa on the same latitude using a political world map. As a class, use Google Earth to create a map and label each location. Download images related to each of the locations selected for study.
 | Adjustments for needs of learners | Students would benefit from access to: * spatial technologies, such as Google Earth, large-scale and small-scale outline maps, models of maps that conform to cartographic conventions including border, source, scale, legend, and north point
* primary sources materials collected by the students, e.g. field notes from observations, measurements, or responses from a survey.

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/)
* Australia Geography Teachers Association 2008, *Keys to Geography: Essential skills and tools,* Macmillan, South Yarra.
 |
| * As a class, identify the natural vegetation, including rainforests, savannah, grassland, woodland and desert, in these three locations by referring to the Blue Planet Biomes website: [blueplanetbiomes.org/world\_biomes.htm](http://blueplanetbiomes.org/world_biomes.htm). Edit the Google Earth map to include an image of features in these areas, such as major rivers and cities.
* Have the students use the Blue Planet Biomes or Living Planet websites to collect data about the types of native animals that exist in the selected locations of South America and Africa. Ask: How are species of plants and animals unique to each environment?
* Ask the students to collect and represent data and information about the resources are available in the selected locations, such as forestry, food production, grazing, fishing, mining, and to classify them in a table as renewable and non-renewable.
* Use a set of images to mix-and-match the type of environments, resources and species available in the selected locations. A set of images is available on the WWF website at [www.panda.org](http://www.panda.org). As a class, label the images and record them on the wall world outline map.
* Have the students create climate graphs (temperature and rainfall) for each location (use a suggested resource such as Macmillan’s *Keys to Geography*, p. 86–87), using data collected from [www.worldclimate.com](http://www.worldclimate.com/).
* Instruct the students to construct tables and graphs to identify the different types of vegetation occurring in Australia and selected countries in Africa and South America, e.g. grassland, forests and grasslands.

Section 3: Interpreting, analysing data and drawing conclusions * Select learning experiences in this section for use in the collection of work
* Explore the maps in the Living Planet Index (LPI) included in the Living Planet Report 2012 on WWF website (see Resources). Use the time filter to show how the world distribution of environments has changed from the past to present and ask the class to draw conclusions about this spatial change.
 |  | Spatial technologies* Google maps, [maps.google.com.au](http://maps.google.com.au/)
* Google Earth, [www.google.com/intl/en/earth/index.html](http://www.google.com/intl/en/earth/index.html)

Useful websites* Geographical data about Africa*Geohive*, [www.geohive.com/cntry/africa.aspx](http://www.geohive.com/cntry/africa.aspx)
* WWF, *Living Planet Report 2012*, [www.wwf.org.au/our\_work/people\_and\_the\_environment/human\_footprint/living\_planet\_report\_2012/](http://www.wwf.org.au/our_work/people_and_the_environment/human_footprint/living_planet_report_2012/)
* Endangered species in Africa, [earthsendangered.com/continent.asp?gr=&view=&ID=1](http://earthsendangered.com/continent.asp?gr=&view=&ID=1)
* Endangered species in Australia, [earthsendangered.com/continent.asp?view=all&ID=4&gr=M](http://earthsendangered.com/continent.asp?view=all&ID=4&gr=M)
* 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)
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| * Play the class the YouTube clip *Earth views from the International Space Station.* Ask the students:What do the images of the Earth reveal about its environment? What are the advantages of using satellite images? (see the explanation of uses of satellite images on p.70 of Macmillan’s *Keys to Geography).*
* As a class, choose a satellite image from Google Earth of one of the locations of study. Compare the spatial distributions shown in this image with the world political map. Ask the students: What is the relationship of locations to oceans?
* Instruct the class to interpret the distributions, patterns and relationships revealed in the climate graphs constructed in Section 2 of the unit. Have them draw conclusions about the relationships between climate and environmental features of places.
* Ask the students to draw conclusions from the patterns of data collected during the unit about the importance of different environments to people and living things.

Section 4: Communicating * Select learning experiences in this section for use in the collection of work.
* Ask the students to:
* present findings about the use of the world’s environmental resources to produce a product that we use in daily life, such as pencils, paper, timber, chocolate
* create a flow diagram or concept map to show the impacts on the Earth’s environments of the overuse of resources
* create a food web to show how species are dependent on each other
* propose actions that could be taken to improve the sustainability of environments
* present a short report on how people can use scarce resources more sustainably for the future
* create a visual representation to show possible actions that individuals can take to more sustainably use Earth’s resources.
 |  | * Health and wealth of nations Gapminder, *Data in Gapminder World,* [www.gapminder.org/data](http://www.gapminder.org/data/)
* World biomes, including climate zones Blue Planet Biomes, *World biomes*, [blueplanetbiomes.org/world\_biomes.htm](http://blueplanetbiomes.org/world_biomes.htm)
* Create interactive infographics, [infogr.am](https://infogr.am/)
* Ideas for sustainabilityWWF, *Sustainable living to reduce your personal footprint*, [www.wwf.org.au/what\_you\_can\_do/change\_the\_way\_you\_live/sustainable\_living/](http://www.wwf.org.au/what_you_can_do/change_the_way_you_live/sustainable_living/)
* Faber-Castell, *How are pencils made?*, [www.faber-castell.com.au/50597/Products/Playing-Learning/Products/How-Are-Pencils-Made/splrn\_index1.aspx](http://www.faber-castell.com.au/50597/Products/Playing-Learning/Products/How-Are-Pencils-Made/splrn_index1.aspx)
* American Society of Landscape Architects, *Designing our future: Sustainable landscapes*, [www.asla.org/sustainablelandscapes/Vid\_UrbanAg.html](http://www.asla.org/sustainablelandscapes/Vid_UrbanAg.html)
 |
|  |  | * Grace Communications Foundation, *Sustainable agriculture: The basics*, [www.sustainabletable.org/246/sustainable-agriculture-the-basics](http://www.sustainabletable.org/246/sustainable-agriculture-the-basics)
* WWF, *Sustainable seafood*, [www.wwf.org.au/our\_work/saving\_the\_natural\_world/oceans\_and\_marine/marine\_solutions/sustainable\_seafood/](http://www.wwf.org.au/our_work/saving_the_natural_world/oceans_and_marine/marine_solutions/sustainable_seafood/)

YouTube clips * *Sustainability explained through animation*, [www.youtube.com/watch?v=B5NiTN0chj0](http://www.youtube.com/watch?v=B5NiTN0chj0)
* *Earth views from the International Space Station*, [www.youtube.com/watch?v=-aC1Xhhi2iw&list=PL7748474C1C07D1DA&index=4](http://www.youtube.com/watch?v=-aC1Xhhi2iw&list=PL7748474C1C07D1DA&index=4)
* Sustainable farming animation *Back to the start*, [www.youtube.com/watch?v=aMfSGt6rHos](http://www.youtube.com/watch?v=aMfSGt6rHos) (Note: this is a film commissioned by Chipotle Mexican Grill)

Simulation game* Third world farmer strategy game, [3rdworldfarmer.com/index.html](http://3rdworldfarmer.com/index.html)
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| 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.
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## 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)