Year 7 plan — Australian Curriculum: Geography

Implementation year: School name:

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| Identify curriculum | Phase curriculum focus | Regional and global places in an environmental and human geography context  As students move into adolescence, their interests extend beyond their own communities and they begin to develop concerns about wider issues. They are able to work with more abstract concepts and consider increasingly complex ideas, and are keen to debate alternative answers and interpretations.  The geography curriculum in these years seeks to accommodate the needs of learners through a much wider exploration of the world and ideas about it. There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take. One sequence of units focuses on environmental geography and introduces students to the basic elements of hydrology, geomorphology and biogeography. The Year 10 unit applies the knowledge gained from these three units to studies of environmental change and environmental management. All units combine studies of both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed to become the major focus in Year 10. The second sequence of units focuses on some key aspects of human geography, including the liveability of places; spatial change in the distribution of populations; interconnections, with an emphasis on how people, including students, are connected to and have impacts on places and environments around the world; and the geography of human wellbeing at the local, regional and global levels.  Specific geographical skills in Years 7–10 emphasise analysing and interpreting geographical data and information, using spatial technologies and other digital techniques, and developing reasoned arguments based on evidence to support conclusions. | | | | | | |
| Geographical scale and spatial context | The Years 7–10 curriculum continues to develop students’ geographical knowledge and mental map of the world through selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, countries of the Asia region or areas of the world that are contextually appropriate. Water is investigated using studies drawn from Australia, countries of the Asia region and countries from West Asia and/or North Africa. The liveability of places is investigated using studies drawn from Australia and Europe. Students undertake studies at the full range of scales, from local to global, and in a range of locations. | | | | | | |
| Fieldwork | Fieldwork opportunities are provided in both units. Geographic contexts include:   * a local catchment study * a local area site that has responded to an atmospheric or hydrological hazard such as a cyclone, storm or flood * the local area and aspects of liveability across a number of communities.   Possible data collection techniques include: | | | | | | |
| * observing * field sketching * taking photographs for labelling and annotation * measuring stream discharge and velocity * measuring channel width and depth * drawing a stream cross-section | | * testing water quality * using surveys and questionnaires * completing environmental quality and perception sheets * constructing maps * using GPS positioning * using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities. | | | | |
| Year level description | The Year 7 Australian Curriculum for Geography has two units of study: *Water in the world* and *Place and liveability*  *Water in the world* focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment), its varying availability in time and across [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space), and its scarcity. *Water in the world* develops students’ understanding of the concept of [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment), including the ideas that the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) is the product of a variety of processes, that it supports and enriches human and other life, that people value the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) in different ways and that the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) has its specific [hazards](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Hazards). Water is investigated using studies drawn from Australia, countries of the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region), and countries from West Asia and/or North Africa.  [*Place*](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) *and* [*liveability*](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) focuses on the concept of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) through an investigation of [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability). This unit examines factors that influence [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) of their own [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) and to investigate whether it can be improved through planning. The [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) of places is investigated using studies drawn from Australia and Europe.  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 7 are:   * How do people’s reliance on places and environments influence their perception of them? * What effect does the uneven distribution of resources and services have on the lives of people? * What approaches can be used to improve the availability of resources and access to services? | | | | | | |
| Geographical concepts | The concepts to develop geographical understanding in this Year level are place, space, environment, interconnection, change, sustainability and scale. | | | | | | |
| **Identify curriculum** | Achievement standard | By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently.  They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.  Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal. | | | | | | |
| 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 7 Geography:   * 46–50 hours per year * 23–25 hours per unit | Unit 1 | | | | Unit 2 | | |
| Exemplar unit: Water in the world  The inquiry questions for this unit are:   * How does people’s reliance on water influence their perception of different environments? * What effect does the uneven distribution of water resources have on the lives of people? * What approaches can be used to improve the availability of water resources?   The focus of the unit is on developing student understanding of water as a renewable environmental resource that connects places as it moves through the environment and of its varying availability in time and across space, its scarcity and hazard potential. Studies of water are drawn from Australia, countries of the Asian region, and countries from West Asia and/or North Africa  Students will:   * classify environmental resources and the forms that water takes as a resource, such as groundwater and surface water * develop geographically significant questions using appropriate concepts that relate to an area of focus * investigate the economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal peoples and Torres Strait Islander peoples and peoples of the Asian region * represent the locations of these various water resources on maps * explain the movement of water through the environment and how it connects places * collect and record relevant data and information from geographic sources about an atmospheric or hydrological hazard * represent the spatial distribution of water resources for the selected area using graphs, maps, tables, annotated diagrams and photographs * evaluate the usefulness of collected data and information to explain the causes, impacts and responses to an atmospheric and/or hydrological hazard * use geographical tools to represent data in different forms, such as maps, tables and graphs * interpret data to examine the quantity and variability of water resources in Australia and other world regions * analyse data to identify and explain spatial patterns, trends and relationships * infer relationships to draw conclusions about the spatial distributions of water resources, patterns and trends in Australia and other world regions * present findings and ideas about atmospheric and/or hydrological hazards in texts using geographical terms and concepts and digital and spatial technologies where appropriate * reflect on learning to propose action in response to an identified water resources challenge * describe the expected effects of this proposal on different groups of people. | | | | Place and liveability  The inquiry questions for this unit are:   * How does people’s reliance on places influence their perception of them? * What effect does the uneven distribution of services and facilities have on the lives of people? * What approaches can be used to improve the availability of and access to services?   The focus of the unit is on developing student understanding of liveability and how it can be improved through planning. Students investigate liveability using studies drawn from Australia and Europe.  Students will:   * compare perceptions and measures of liveability and the factors that influence the decisions people make about where to live * evaluate the usefulness of collected data * represent the spatial distributions of services and facilities by constructing maps and graphs that conform to geographic conventions * analyse data and information using qualitative and quantitative methods to * explore the influence of environmental quality on the liveability of different places * investigate the influence of social connectedness, community identity and perceptions of crime and safety on liveability, using qualitative and quantitative methods * research methods implemented in Australia and Europe to improve the liveability of different places and evaluate the applicability to the local place * present findings, arguments and ideas in a range of communication forms using geographical terminology and digital technologies where appropriate * reflect on learning to develop a specific proposal to improve an aspect of liveability and contribute to environmental sustainability * describe the expected effects of their proposal on different groups of people. | | |
| Teaching and learning | Links to other learning areas | Australian Curriculum: Geography is a subject in the Humanities and Social Sciences learning area and has connections to History, Civics and Citizenship, and Economics and Business. These subjects use an inquiry approach that includes planning, collecting, interpreting, analysing sources and communicating information in a range of forms. | | | | | | |
| Aboriginal and Torres Strait Islander perspectives | Geography provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning * Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live * Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.   The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnections with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal peoples’ and Torres Strait Islander peoples’ connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The study of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights. | | | | | | |
| General capabilities and cross-curriculum priorities | Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | | | | Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | | |
| Key to general capabilities and cross-curriculum priorities | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, making judgments and using feedback see: [www.qsa.qld.edu.au/26025.html](http://www.qsa.qld.edu.au/26025.html) > choose the Year level > select the Assessment tab. | The following assessment will provide a targeted selection 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 | | |
| Research: Multimodal, written report or website  The purpose of this assessment is to make judgments about students’ abilities to research, collect, represent, analyse and draw conclusions about the nature of water scarcity and ways of overcoming it, drawing on studies from West Asia or North Africa.  Students will:   * develop geographical questions and research (collect appropriate information) a case study of water resources distribution * interpret and analyse a range of data to: * represent the location of water resources on maps for a selected West Asian or North African country * represent water resource data and information in different forms, e.g. graphs, tables and annotated diagrams * identify and explain spatial distributions, patterns and trends and infer relationships about water resources and human use * explain the causes and impact of water scarcity * reflect on their findings to propose a response to a water resource challenge based on its effects on different groups of people * communicate their findings, using ICT and/or spatial technology if appropriate.   Students can use a choice of presentation formats supported by geographic data, such as maps, diagrams, photographs, tables and graphs. | Valued features[[1]](#footnote-1) | | Supervised assessment: Short responses to geographical data  The purpose of this assessment is to make judgments about students’ abilities to recall information and interpret and analyse geographical data (such as maps, diagrams, photographs, tables of statistics and graphs) and infer relationships to draw conclusions.  Students will:   * recall facts and definitions that relate to the liveability of a place * represent geographical information on maps, i.e. locate and label features on a map * construct graphs from data provided about a feature of liveability, e.g. a bar graph to show crime rates * identify and explain patterns from maps and graphs through short answers * write a paragraph to explain how these patterns influence the liveability of a community * draw conclusions to write a paragraph about the liveability of a community.   The student response required will vary in length from short answers to paragraphs, and students will be required to interpret and analyse seen and/or unseen geographical sources. | | Valued features |
| * Geographical knowledge and understanding * Questioning and researching * Interpreting and analysing * Communicating | | * Geographical knowledge and understanding * 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 7 Geography: review for balance and coverage of content descriptions, including emphasis on geographical understandings

| Geographical Knowledge and Understanding | | | | | |  | Geographical Inquiry and Skills | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Geographical Knowledge** | **1** | **2** | **Concepts for developing geographical understandings[[2]](#footnote-2)** | **1** | **2** |  | Geographical Inquiry and Skills | 1 | 2 |
| Water in the world   * The classification of [environmental resources](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environmental%20resources) and the forms that water takes as a resource [(ACHGK037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK037) | ✓ |  | **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 7–10, students extend their focus beyond their own communities to a wider exploration of the world. Students explain how geographical processes influence the characteristics of places and how places are perceived and valued differently. | ✓ | ✓ |  | Observing, questioning and planning   * Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts [(ACHGS047)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS047) | ✓ |  |
| * The ways that flows of water connect places as it moves through the [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) and the way this affects places [(ACHGK038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK038) | ✓ |  | **Space**  Spaces are defined by the location of environmental and human features, geographical phenomena and activities across the Earth’s surface to 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 7–10, students investigate the spatial distributions, patterns, trends and relationships among geographical phenomena over time. For example, students can investigate population patterns over time to determine how urban planning organises the spaces within cities or regions. | ✓ | ✓ |  | Collecting, recording, evaluating and representing   * Collect, select and record relevant geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, using [ethical protocols](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Ethical%20protocols), from appropriate primary and [secondary sources](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Secondary%20sources) [(ACHGS048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS048) | ✓ |  |
| * The quantity and variability of Australia’s water resources compared with those in other continents [(ACHGK039)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK039) | ✓ |  | **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 7–10, students focus on the significance of the environment and how different views of places and environments influence decisions about their management. | ✓ | ✓ |  | * Evaluate sources for their reliability and usefulness and represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) in a range of appropriate forms, for example, [climate](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Climate) graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) [(ACHGS049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS049) | ✓ | ✓ |
| * The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa [(ACHGK040)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK040) | ✓ |  | **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 7–10, students explore the interaction between geographical processes at the full range of scales, from local to global, and in a range of locations. | ✓ | ✓ |  | * Represent the [spatial distribution](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20distribution) of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate [(ACHGS050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS050) | ✓ | ✓ |
| * The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region) [(ACHGK041)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK041) | ✓ |  | **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 7–10, students investigate how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments. | ✓ | ✓ |  | Interpreting, analysing and concluding   * Analyse geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and other information using qualitative and [quantitative methods](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Quantitative%20methods), and digital and [spatial technologies](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20technologies) as appropriate, to identify and propose explanations for spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Trends) and infer relationships [(ACHGS051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS051) | ✓ | ✓ |
| * The causes, impacts and responses to an atmospheric or hydrological hazard [(ACHGK042)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK042) | ✓ |  | **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 7–10, students begin to focus on sustainability, which is a continuing theme and is progressively developed to become the major focus in Year 10. | ✓ | ✓ |  | * Apply geographical concepts to draw conclusions based on the analysis of the [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information collected [(ACHGS052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS052) | ✓ | ✓ |
| Place and liveability   * The factors that influence the decisions people make about where to live and their perceptions of the [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) of places [(ACHGK043)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK043) |  | ✓ | 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 Years 7–10, students apply human–environment systems thinking to understand the causes and consequences of environmental change and the geographical concepts and methods used to evaluate and select strategies to manage the change. | ✓ | ✓ |  | Communicating   * Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACHGS053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS053) | ✓ | ✓ |
| * The influence of accessibility to services and facilities on the [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) of places [(ACHGK044)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK044) |  | ✓ |  |  |  |  | Reflecting and responding   * Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal [(ACHGS054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS054) | ✓ | ✓ |
| * The influence of [environmental quality](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environmental%20quality) on the [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) of places [(ACHGK045)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK045) |  | ✓ |  |  |  |  |  |  |  |
| * The influence of [social connectedness](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Social%20connectedness), community identity and perceptions of crime and safety on the [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) of places [(ACHGK046)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK046) |  | ✓ |  |  |  |  |  |  |  |
| * The strategies used to enhance the [liveability](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Liveability) of places, especially for young people, including examples from Australia and Europe [(ACHGK047)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK047) |  | ✓ |  |  |  |  |  |  |  |

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. [↑](#footnote-ref-2)