Year 8 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 the investigation of selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, or countries of the Asia region, or areas of the world, which are contextually appropriate. The distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. Students investigate the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. 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. Geographical contexts includes: * a predominately natural landscape in the local area, e.g. coastal, riverine, semi-arid, mountain
* a natural landscape that is protected, e.g. a national park
* a landscape in the local area that has been altered by human activity, e.g. a mine, dam, marina or canal estate, sea wall, urban development
* a local area site that has responded to a geomorphological hazard, such as a bushfire or flood
* a local urban area that is culturally diverse
* a local planned community
* a local urban community project that has planned for environmental sustainability and/or liveability.

Possible data collection techniques include: |
| * observing
* field sketching
* taking photographs for labelling and annotation
* using surveys and questionnaires
 | * completing environmental quality and perception sheets
* constructing land using maps
* using GPS positioning
* using protocols when consulting with Aboriginal communities and/or Torres Strait Islander communities.
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| Year level description | The Year 8 Australian Curriculum for Geography has two units of study: *Landforms and landscapes* and *Changing nations* *Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, [hazards](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Hazards) associated with landscapes, and management of landscapes. *Landforms and landscapes* develops students’ understanding of the concept of [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.*Changing nations* investigates the changing human geography of countries, as revealed by shifts in population distribution. The [spatial distribution](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Spatial%20distribution) of population is a sensitive indicator of economic and social [change](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Change), and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of [urbanisation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Urbanisation) and draws on a study of a country of the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region) to show how [urbanisation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Urbanisation) changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of [urban concentration](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Urban%20concentration) in Australia, one of the distinctive [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from [internal migration](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Internal%20migration) is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces [urban concentration](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Urban%20concentration) in Australia. The unit then examines issues related to the management and future of Australia’s urban areas.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 8 are:* How do environmental and human processes affect the characteristics of places and environments?
* How do the interconnections between places, people and environments affect the lives of people?
* What are the consequences of changes to places and environments and how can these changes be managed?
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| Geographical concepts | The 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 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes 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 8 Geography:* 46–50 hours per year
* 23–25 hours per unit
 | Unit 1 | Unit 2 |
| Landforms and landscapesThe inquiry questions for this unit are: * How do environmental processes affect the characteristics of landscapes and their distinctive landform features?
* How do the interconnections between people and environments affect the value, degradation or protection of landscapes?
* What are the consequences of changes to landscapes as a result of geomorphic hazards and how can these changes be managed?

The focus of the unit is on developing student understanding of geomorphology through the processes that shape individual landforms and the significance of landscapes to people, including Aboriginal peoples and Torres Strait Islander peoples. The distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. Students will: * use geographical tools to identify and describe examples of different types of landscapes and landforms (e.g. coastal, riverine, mountain and karst) from Australia and throughout the world,
* use geographical tools to identify some iconic landscapes in Australia and the world
* explore the aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal peoples and Torres Strait Islander peoples
* develop geographically significant questions and plan an inquiry to investigate the geomorphic processes that produce landforms, including a case study of at least one landform
* collect and record relevant data and information about the landform, using ethical protocols
* evaluate sources for their reliability and usefulness and represent data in appropriate forms, e.g. topographic maps, photographs, field sketches, annotated diagrams and cross-sections
* explain the spatial distribution of the landform by interpreting topographic maps at different scales
* investigate the human causes and effects of landscape degradation and ways of protecting significant landscapes
* investigate the causes, impacts and responses to a geomorphological hazard, such as volcanic eruptions, earthquakes, tsunamis, landslides and avalanches, using case studies from the Asia region
* reflect on their learning to propose individual and collective action in response to a landscape challenge and predict outcomes for their proposal
* present findings, arguments and ideas in a range of communication forms, using geographical terminology and digital technologies where appropriate.
 | Exemplar unit: Changing nationsThe inquiry questions for this unit are: * How do human processes, such as urbanisation and migration, affect the characteristics of places?
* How do the interconnections between places and people (e.g. through production, consumption, transport and technology) affect the lives of people?
* What are the consequences of changes to places from urbanisation and migration and how can these changes be managed?

The focus of the unit is on the interconnections between places and people through the production and consumption of goods and services, and how transport and information and communication technologies have changes places and their environments. The distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.Students will: * develop geographically significant questions about urbanisation in an Asian country
* examine the causes and consequences of urbanisation, drawing on a study from Indonesia or another country in the Asian region
* represent data in appropriate forms, (e.g. compound column graphs, population pyramids annotated diagrams and population maps) at different scales, using cartographic conventions
* use geographical tools to compare the distributions, patterns and trends in urban concentration in Australia and the United States of America
* identify reasons for, and effects of, internal migration in Australia, including the population mobility of Aboriginal peoples and Torres Strait Islander peoples, compared with the reasons for, and effects of, internal migration in China
* identify and explain the reasons for, and effects of, international migration to Australia
* explain the spatial distribution of urban centres and population using digital and spatial technologies where appropriate
* infer relationships to draw conclusions
* present findings, arguments and ideas in a range of communication forms, using geographical terminology and digital technologies where appropriate
* investigate ways of managing and planning Australia’s cities and regional urban centres using case studies, and predict their consequences.
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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. Insert content descriptions from other learning areas that connect to the geographical understanding and skills for this Year level.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. |
| Teaching and learning | Aboriginal and Torres Strait Islander perspectives | Geography provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:* Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning
* Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live
* Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.

The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnections with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal peoples’ and Torres Strait Islander peoples’ connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The study of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights. |
| General capabilities and cross-curriculum priorities | Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_interculturalDescription: 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_interculturalDescription: 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 | AssessmentFor 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 (movie, infographic with explanation, virtual tour, seminar) or written report (which may be based on fieldwork)The purpose of this assessment is to make judgments about students’ abilities to research, collect, represent, analyse and draw conclusions about the processes that shape landscapes and landforms and the management of landscapes. Students will:* investigate (question and research) a particular landscape by drawing on a study from Australia or overseas
* collect, select and record relevant data and information, using ethical protocols, from primary and secondary sources
* represent data in a range of appropriate forms, using digital and spatial technologies where appropriate
* analyse how geomorphic processes and human use impact on landscape quality
* draw conclusions about the management of landscape based on analysis
* reflect on findings and conclusions to propose action for the sustainable management or protection of the landscape
* communicate their findings, using ICT and/or spatial technology tools 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: Practical exercise The purpose of this assessment is make judgments about students’ abilities to interpret and analyse geographical sources and infer relationships to draw conclusions about how urbanisation changes places. Students will interpret and analyse a range of sources to:* construct graphs representing demographic data
* create a choropleth map illustrating a spatial distribution
* analyse data and other information using qualitative and quantitative methods to identify and explain patterns, trends and infer relationships
* draw conclusions about the urbanisation of a place
* use geographical terminology appropriately.

The student response required will vary in length from short answers to paragraphs, and students will be required to interpret, analyse and evaluate seen geographical sources. | Valued features |
| * Geographical knowledge and understanding
* Questioning and researching
* Interpreting and analysing
* Communicating
 | * Geographical knowledge and understanding
* Interpreting and analysing
* Communicating, and responding
 |
| 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 8 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 |
| Landforms and landscapes* The different types of landscapes and their distinctive [landform](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Landform) [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) [(ACHGK048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK048)
 | ✓ |  | **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 [(ACHGS055)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS055)
 | ✓ |  |
| * The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples [(ACHGK049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK049)
 | ✓ |  | **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) [(ACHGS056)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS056)
 | ✓ |  |
| * The geomorphic processes that produce landforms, including a case study of at least one [landform](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Landform) [(ACHGK050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK050)
 | ✓ |  | **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) [(ACHGS057)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS057)
 | ✓ | ✓ |
| * The human causes and effects of [landscape](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Landscape) degradation [(ACHGK051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK051)
 | ✓ |  | **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 [(ACHGS058)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS058)
 | ✓ | ✓ |
| * The ways of protecting significant landscapes [(ACHGK052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK052)
 | ✓ |  | **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 [(ACHGS059)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS059)
 | ✓ | ✓ |
| * The causes, impacts and responses to a geomorphological hazard [(ACHGK053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK053)
 | ✓ |  | **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 [(ACHGS060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS060)
 | ✓ | ✓ |
| Changing nations* The causes and consequences of [urbanisation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Urbanisation), drawing on a study from Indonesia, or another country of the Asia [region](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Region) [(ACHGK054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK054)
 |  | ✓ | **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 as appropriate [(ACHGS061)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS061)
 | ✓ | ✓ |
| * The differences in [urban concentration](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Urban%20concentration) and urban settlement patterns between Australia and the United States of America, and their causes and consequences [(ACHGK055)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK055)
 |  | ✓ |  |  |  |  | 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 [(ACHGS062)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS062)
 | ✓ |  |
| * The reasons for and effects of [internal migration](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Internal%20migration) in Australia [(ACHGK056)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK056)
 |  | ✓ |  |  |  |  |  |  |  |
| * The reasons for and effects of [internal migration](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Internal%20migration) in China [(ACHGK057)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK057)
 |  | ✓ |  |  |  |  |  |  |  |
| * The reasons for and effects of international migration in Australia [(ACHGK058)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK058)
 |  | ✓ |  |  |  |  |  |  |  |
| * The management and planning of Australia’s urban future [(ACHGK059)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK059)
 |  | ✓ |  |  |  |  |  |  |  |

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)