

MASTERCLASS: CHANGING PLACES

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THE 'WHEN' OF WHERE? (& WHY & HOW)

- **1. Conceptual focus:** purpose and direction of the unit; content descriptions
- **2. Assessment:** progression in understanding and skills; backward mapping
- **3. Syllabus logistics:** connecting the key components across both strands; deciding on order, timing, scale and type of investigation; connection with rest of Stage 5; pathway in to Stage 6 and from Stage 4

I. CONCEPTUAL FOCUS

The underpinning emphasis

Making the implicit, explicit

The geographical concept wheel



[HTTPS://SYLLABUS.BOSTES.NSW.EDU.AU/HSIE/GEOGRAPHY-K10/CONTENT/1193/](https://syllabus.bostes.nsw.edu.au/HSIE/GEOGRAPHY-K10/CONTENT/1193/)

By the end of this unit students will be able to

Demonstrate an understanding about...(K/U)

By doing....(Skills)

In the context of...(InqFrame)

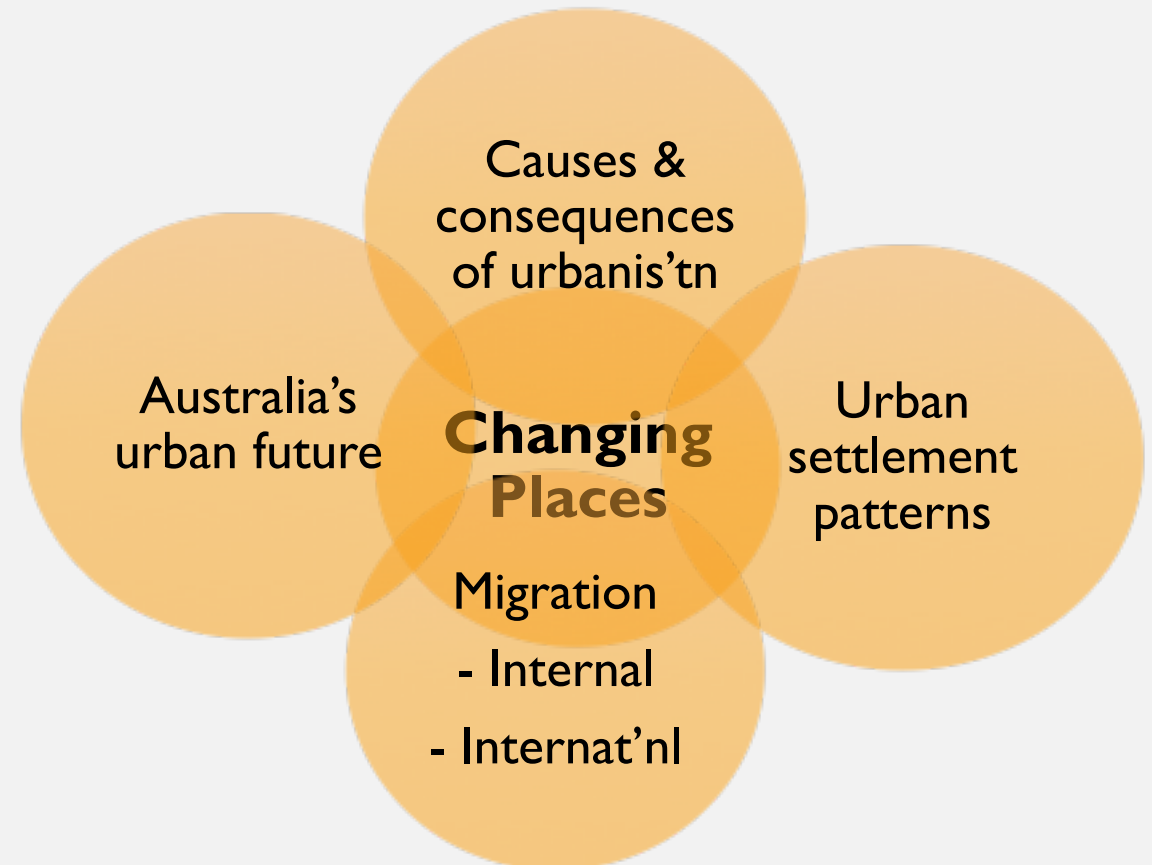


THE CONCEPTUAL DETAIL OF *CHANGING PLACES*

IN THIS UNIT OVERALL

- Apparent concepts:
- Dominant concepts:
- Chosen conceptual focus:

IN THE CONTENT DESCRIPTIONS



THE CONCEPTUAL DETAIL OF *CHANGING PLACES*

IN THE INQUIRY QUESTIONS

- Suggested questions (syllabus):
- My question(s):
- Explicit or implicit:

WHERE DOES THIS CONCEPTUAL UNDERSTANDING COME FROM OR LEAD TO?

- Stage 4:
- Stage 5:
- Stage 6:

DEMONSTRATING THE EXTENT OF CHANGE IN PLACES

- **See the photographs (next slide)**
- Causes and consequences
- Urban settlement patterns
- Internal Migration
- International Migration



The geographical concept wheel



2. ASSESSMENT

Start at the end and work back

DEVELOPING AN ASSESSMENT STRATEGY

Progression not mastery
(Geoff Masters, ACER)

For learning
Of learning

‘Big goal’ (start at the end)

- <https://www.teachermagazine.com.au/geoff-masters/article/learning-assessments-designing-the-future>
- <https://www.edutopia.org/pdfs/resources/wiggins-mctighe-backward-design-why-backward-is-best.pdf>

3. SYLLABUS LOGISTICS

The jigsaw – putting the pieces together

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Outcomes	Knowledge and Understanding	Inquiry question(s)	Inquiry skills and geographical tools

INQUIRY SKILLS; GEOGRAPHICAL TOOLS

[HTTPS://SYLLABUS.BOSTES.NSW.EDU.AU/HSIE/
GEOGRAPHY-K10/CONTINUUM-OF-SKILLS //](https://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-skills//)

- What? Where? Frequency? Justification
- Be mindful of the rest of Stage 5

[HTTPS://SYLLABUS.BOSTES.NSW.EDU.AU/HSIE/
GEOGRAPHY-K10/CONTINUUM-OF-TOOLS/](https://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-tools/)

- What? Where? Frequency? Justification?
- Be mindful of the rest of Stage 5

TIMING AND ORDER

- Can be 'chunked'/combined or integrated, with another Stage 5 unit;
- Can be completed in a linear or altered order
- Can use, adjust or ignore the dash points (elaborations)
- Can be covered to different levels of depth (doesn't have to be equal)

- Thoughts... Decisions...



QUESTIONS FOR CLARIFICATION



THANK YOU FOR YOUR PARTICIPATION

I really liked...

A take-away for me is...

Next time, could you...

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