



# NSW Geography syllabus

7-10

# Before we start....

- + Teaching and learning program
- + Copy of the K-10 syllabus



## Why teach geography?

...and don't say "...because I have to..."

# Teaching geography

- Why is it important to teach geography?
- How do you develop student interest in, and engagement with geography?
- What is the purpose of geographical inquiry in developing students' interest in, and engagement with, geography?
- What do students gain from the study of geography?



Pair/table work:  
How do you introduce  
Geography to your students?



# Geography in Primary – so what?

For the first time, Geography as a stand alone subject will be taught in primary school. It will take a few years before the impact of this is fully realised.



# Geography in Primary – so what?

As a result of students undertaking Geography in primary school they will have:

- + Investigated geographical concepts (generally lower-order)
- + Used geographical tools such as large and small scale maps, different types of maps, satellite images, GPS, photographs, illustrations, annotated diagrams, used fieldwork instruments.
- + Conducting geographical inquiries: acquired, processed and communicated geographical information.

# Geography in Primary – so what?

Traditional elements used to introduce Geography now may not be as appropriate as they are now. For example:

- + Starting Year 7 with “What is Geography?”
- + Providing an introduction to maps, and associated skills in Year 7.
- + Introducing fieldwork in Year 7.

Each of these will still need to be covered in Year 7, but you will actually be building on prior knowledge from primary school rather than introducing them for the first time.



Pair/table work:

What are ways you can pre-test students knowledge of Geography?



Discussion:

How will your knowledge of how students have developed their geographical skills in primary, change the way you teach geography in 7-10?

# Continuums of learning

How will I know students' prior knowledge?

The continuums map the levels of development that students will reach in each stage . There are three separate continuums:

- + Geographical concepts p 26-7
- + Inquiry skills p 30-31
- + Geographical tools p34

These continuums include learning in both primary school and secondary school.

It is obviously still a good idea to undertake pre-testing to get an accurate picture of what your students have actually achieved.



# Geographical Concepts

- + Place - *the significance of places and what they are like*
- + Space - *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in*
- + Environment - *the significance of the environment in human life, and the important interrelationships between humans and the environment*
- + Interconnection - *no object of geographical study can be viewed in isolation*
- + Scale - *the way that geographical phenomena and problems can be examined at different spatial levels*
- + Sustainability - *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*
- + Change - *explaining geographical phenomena by investigating how they have developed over time*

*Examine page 22 to explore the differences in expectations for Stage 4 and 5.*

<p>4</p>	<ul style="list-style-type: none"> <li>• factors influencing people's perceptions of places</li> <li>• the special significance place has to some people</li> <li>• the effect of global trade, transport, information and communication technologies on places across the world</li> </ul>	<ul style="list-style-type: none"> <li>• spatial distribution of landscapes, global water resources and natural hazards</li> <li>• how location influences the ways people organise places</li> </ul>	<ul style="list-style-type: none"> <li>• processes that form and transform landscapes and landforms across the world</li> <li>• the aesthetic, cultural, spiritual and economic value of environments to people</li> <li>• the effect of human activities on natural and human environments</li> </ul>	<ul style="list-style-type: none"> <li>• how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places</li> <li>• how people affect the environment such as people's use of water on its quality and availability as a resource</li> </ul>	<ul style="list-style-type: none"> <li>• management of geographical challenges across a range of scales from local to global</li> <li>• responses and actions undertaken by governments, organisations and individuals</li> <li>• communities operating at local and global scales</li> </ul>	<ul style="list-style-type: none"> <li>• pressures on the Earth's water resources and landscapes</li> <li>• the need to manage environments for a long-term future</li> <li>• sustainable management approaches</li> </ul>	<ul style="list-style-type: none"> <li>• changes to resources, landscapes and places over time through natural and human geographical processes and events</li> <li>• the effect of management strategies in reducing the impact of natural and human processes</li> </ul>
<p>5</p>	<ul style="list-style-type: none"> <li>• the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community</li> </ul>	<ul style="list-style-type: none"> <li>• location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing</li> <li>• conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses</li> </ul>	<ul style="list-style-type: none"> <li>• the function and importance of the environment</li> <li>• the quality of the environment</li> <li>• significant environmental challenges</li> <li>• approaches to environmental management</li> </ul>	<ul style="list-style-type: none"> <li>• consequences of migration patterns on the location of origin and destination</li> <li>• the economic, social and environmental factors influencing spatial variations in global human wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• interactions between geographical processes at different scales</li> <li>• local alterations to environments can have global consequences</li> <li>• changes at a global level can affect local environments</li> <li>• management and protection of places and environments at local, regional, national and global scales</li> </ul>	<ul style="list-style-type: none"> <li>• short and long-term implications of environmental change on environments</li> <li>• the importance of sustainable practices to ensure the wellbeing of people</li> <li>• sustainable environmental worldviews and management approaches</li> </ul>	<ul style="list-style-type: none"> <li>• biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations</li> <li>• the consequences of urbanisation</li> <li>• the protection of places and environments as a result of sustainable management practices</li> </ul>

# Geographical Inquiry Skills

- + Acquiring Geographical Information
- + Processing geographical information
- + Communicating geographical information

Examine page 25 to explore the differences in expectation for Stage 4 and 5.



4

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|---|---|---|
| <ul style="list-style-type: none"><li>• develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)</li><li>• collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)</li></ul> | <ul style="list-style-type: none"><li>• evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057)</li><li>• represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)</li><li>• represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)</li><li>• analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059)</li><li>• apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)</li></ul> | <ul style="list-style-type: none"><li>• 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 (ACHGS053, ACHGS061)</li><li>• 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, ACHGS062)</li></ul> |
|---|---|---|

5

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072)</li><li>• collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073)</li></ul> | <ul style="list-style-type: none"><li>• evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074)</li><li>• represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)</li><li>• represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075)</li><li>• evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)</li><li>• apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)</li><li>• identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)</li></ul> | <ul style="list-style-type: none"><li>• present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)</li><li>• reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080)</li></ul> |
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Pair/table work:

How could you use the Geographical Inquiry continuum to develop the use of geographical skills with your students?

# Geographical Tools

- + Maps
- + Fieldwork
- + Graphs and Statistics
- + Spatial Technologies
- + Visual Representations

Examine page 29 to explore the difference in expectations for Stage 4 and 5. How comfortable are you with these tools? What tools will you need to learn or revise?



Stage	Examples may include:				
4	<ul style="list-style-type: none"> <li>• sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts</li> <li>• maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief</li> </ul>	<ul style="list-style-type: none"> <li>• observing, measuring, collecting and recording data, developing and conducting surveys and interviews</li> <li>• fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS</li> </ul>	<ul style="list-style-type: none"> <li>• data tables</li> <li>• pie graphs</li> <li>• column graphs</li> <li>• compound column graphs</li> <li>• line graphs</li> <li>• climate graphs</li> <li>• population profiles</li> <li>• multiple tables and graphs presented on a geographical theme</li> <li>• statistics to find patterns and trends</li> </ul>	<ul style="list-style-type: none"> <li>• virtual maps</li> <li>• satellite images</li> <li>• global positioning systems (GPS)</li> <li>• geographic information systems (GIS)</li> </ul>	<ul style="list-style-type: none"> <li>• photographs</li> <li>• aerial photographs</li> <li>• illustrations</li> <li>• flow charts</li> <li>• annotated diagrams</li> <li>• multimedia</li> <li>• field sketches</li> <li>• cartoons</li> <li>• web tools</li> </ul>
5	<ul style="list-style-type: none"> <li>• relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synoptic charts</li> <li>• maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief</li> </ul>	<ul style="list-style-type: none"> <li>• observing, measuring, collecting and recording data, developing and conducting surveys and interviews</li> <li>• fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing</li> </ul>	<ul style="list-style-type: none"> <li>• data tables</li> <li>• pie graphs</li> <li>• column graphs</li> <li>• compound column graphs</li> <li>• line graphs</li> <li>• scatter graphs</li> <li>• climate graphs</li> <li>• population profiles</li> <li>• multiple tables and graphs presented on a geographical theme</li> <li>• statistics to find patterns and trends; and to account for change</li> </ul>	<ul style="list-style-type: none"> <li>• virtual maps</li> <li>• satellite images</li> <li>• global positioning systems (GPS)</li> <li>• geographic information systems (GIS)</li> <li>• remote sensing data</li> <li>• augmented reality</li> </ul>	<ul style="list-style-type: none"> <li>• photographs</li> <li>• aerial photographs</li> <li>• illustrations</li> <li>• flow charts</li> <li>• annotated diagrams</li> <li>• multimedia</li> <li>• field and photo sketches</li> <li>• cartoons</li> <li>• mind maps</li> <li>• web tools</li> </ul>

Pair/table work:

Other than skills booklets/handouts/textbooks, how do you develop knowledge of skills and tools? How do you make it interesting/engaging?



# Outcomes, stage statements and content

What are we actually teaching?

# Outcomes – what do we want students to be able to do?

- + Outcomes describe the essential learning that MUST happen.
- + These are the starting points for designing your lessons, excursions and assessments.
- + It is important to determine which outcomes you are going to report on at the beginning of the year, to ensure that your lessons and assessments accurately relate to the outcomes, and aren't just an afterthought.
- + When designing your assessment tasks ensure that they don't overly emphasise the content, but are aimed at demonstrating achievement of the outcomes through the content.

# Outcomes – what do we want students to be able to do?

## Stage 4:

- + **GE4-1** locates and describes the diverse features and characteristics of a range of places and environments
- + **GE4-2** describes processes and influences that form and transform places and environments
- + **GE4-3** explains how interactions and connections between people, places and environments result in change
- + **GE4-4** examines perspectives of people and organisations on a range of geographical issues
- + **GE4-5** discusses management of places and environments for their sustainability
- + **GE4-6** explains differences in human wellbeing

- Directly from the BOSTES website

# Outcomes – what do we want students to be able to do?

## Stage 5:

- + **GE5-1** explains the diverse features and characteristics of a range of places and environments
- + **GE5-2** explains processes and influences that form and transform places and environments
- + **GE5-3** analyses the effect of interactions and connections between people, places and environments
- + **GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- + **GE5-5** assesses management strategies for places and environments for their sustainability
- + **GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing

- Directly from the BOSTEs website.



# Stage statements

- + Stage statements provide a description of what we want students to have achieved by the end of the stage.
- + They summarise content knowledge, skills, values and attitudes.
- + Use the stage statements to shape assessment tasks.
- + Use stage statements as a reference point for student achievement.

# Stage statements – Stage 4

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills.

- Directly from the BOSTES website

# Stage statements – Stage 5

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

- Directly from the BOSTES website

# Content

## LANDSCAPES AND LANDFORMS

### OUTCOMES

#### A student:

- › locates and describes the diverse features and characteristics of a range of places and environments GE4-1
- › describes processes and influences that form and transform places and environments GE4-2
- › examines perspectives of people and organisations on a range of geographical issues GE4-4
- › discusses management of places and environments for their sustainability GE4-5
- › acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7
- › communicates geographical information using a variety of strategies GE4-8

**Related Life Skills outcomes:** GELS-1, GELS-2, GELS-4, GELS-5, GELS-7, GELS-8

### KEY INQUIRY QUESTIONS

- Why is there a diversity of landscapes and landforms on Earth?
- What environmental and human processes form and transform landscapes and landforms?
- Why do people value landscapes and landforms?
- To what extent are landscapes and landforms sustainably managed and protected?

### CONTENT FOCUS

Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

### CONTENT

#### Landscapes and landforms

#### Students:

- investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)
  - identification of a variety of landscapes and landforms **M VR**
  - explanation of geomorphic processes that create landforms eg weathering, erosion, deposition, tectonic activity **VR**
  - examination of ONE landscape and its distinctive landforms **F**

## Syllabus structure

- + Outcomes – Statements outlining what we want to students to be able to do
- + Key Inquiry Questions – Questions to drive students' investigations.
- + Content Focus – A paragraph outlining the key objectives of the topic.
- + Content – The detailed information to be covered (dot points compulsory, dash points optional)

# LANDSCAPES AND LANDFORMS

## OUTCOMES

### A student:

- › locates and describes the diverse features and characteristics of a range of places and environments GE4-1
- › describes processes and influences that form and transform places and environments GE4-2
- › examines perspectives of people and organisations on a range of geographical issues GE4-4
- › discusses management of places and environments for their sustainability GE4-5
- › acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7
- › communicates geographical information using a variety of strategies GE4-8

**Related Life Skills outcomes:** GELS-1, GELS-2, GELS-4, GELS-5, GELS-7, GELS-8

Related Life Skills outcomes are listed with the mainstream outcomes.

There is a separate Life Skills course at the back of the document. Unlike previous syllabuses, The Life Skills course follows the same topics as the mainstream course. This will make it easier to manage both your mainstream class and Life Skills students at the same time.

Australian Curriculum codes. (As a teacher, you don't really need to worry about these, unless you are looking at resources developed in other states.)

Icons indicate the tools (formerly skills) to be covered.

## CONTENT

### Landscapes and landforms

#### Students:

- Investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)
  - Identification of a variety of landscapes and landforms M VR
  - explanation of geomorphic processes that create landforms eg weathering, erosion, deposition, tectonic activity VR
  - examination of ONE landscape and its distinctive landforms F

Icons indicate the Learning Across the Curriculum to be covered.

# Activity

- + With the person next to you, think of an activity you could do that would address one or two of the following geographical tools:
  - + Maps
  - + Fieldwork
  - + Graphics and Statistics
  - + Spatial Technologies
  - + Visual Representations

# Activity

- + With the person next to you, think of an activity you could do that would address one or two of the following general capabilities:
  - + Critical and creative thinking
  - + Ethical understanding
  - + Information and communication technology
  - + Intercultural understanding
  - + Literacy
  - + Numeracy
  - + Personal and social capability



# Activity

- + With the person next to you, think of an activity you could do that would address one or two of the following cross curriculum priorities:
  - + Aboriginal and Torres Strait Islander histories and cultures
  - + Asia and Australia's engagement with Asia
  - + Sustainability