

Wagga Wagga

Curriculum Concepts

(2017)

Geography

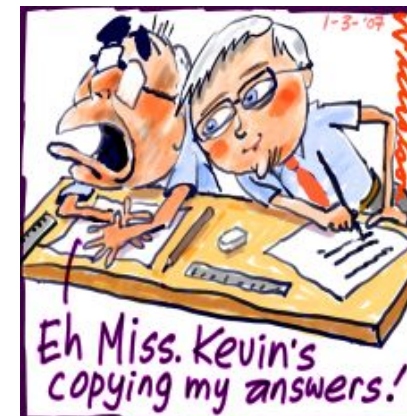
*Geography explains the past, illuminates the present, and prepares us for the future.
What could be more important than that?*

Michael Palin
President, Royal Geographical Society, 2009–2012

Dr Grant Kleeman

Towards a National Curriculum in Geography

- Howard intervenes to develop a national History Syllabus – the History Wars
- 2006 – AGTA meets with Julie Bishop to lobby for the inclusion of Geography
- 2008 – Rudd Government announces its intention to develop a National Curriculum
- 2009 – AGTA and the RGSA develop a position paper – *Towards a National Geography Curriculum for Australia*.
- 2010 – Julia Gillard announces that Geography will form part of *Phase 2* of the AC
- 2011 (January) – *Shape of the Australian Curriculum: Geography* released
- 2013 (May) – *Australian Curriculum: Geography* published
- 2013 (August) – *Senior Geography Curriculum* published
- 2017 – NSW Syllabus implemented
- 202? – NSW Senior Geography Syllabus implementation





WHILE WE'RE AT IT,
LET'S REVISIT EVOLUTION
AND GRAVITY...



- 2014 – Review of the National Curriculum
- 2015 – HASS Curriculum Framework announced

The not so National Curriculum

NSW has rejected ACARA's *Humanities and Social Sciences* curriculum and proceeded with the mandatory study of Geography K–10 using a syllabus document based on ACARA's originally endorsed History and Geography curriculums (Version 7.5).

Victoria has developed its own state-based curriculum F-10. This is closely aligned with the content descriptors of the *Australian Curriculum: Geography* (v. 7.5) but reflects Victorian priorities and standards. In the senior years Units 1 and 3 (*Hazards and Disasters* and *Changing the Land* are based on the ACARA endorsed curriculum. However, Units 2 and 4 are substantially different, being focused on studies of tourism and human population respectively.

The **ACT** will transition to the *Humanities and Social Sciences* curriculum (i.e. Version 8.0) by December 2016. The curriculum in the senior years is closely aligned with ACARA's Senior Secondary Australian Curriculum: Geography.

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In the absence of a state-based curriculum document, **South Australian** schools are expected to transition to ACARA's *Humanities and Social Sciences* curriculum. At the senior secondary level a new course is being with reference to the ACARA Senior Geography Curriculum with modifications to suit local requirements.

In the absence of a state-based curriculum document, **Tasmanian** schools are expected to transition to ACARA's *Humanities and Social Sciences* curriculum. HASS is mandatory F–8. Geography in Years 9 and 10 is not mandated.

In **Western Australia**, an integrated *Humanities and Social Sciences* curriculum has been developed based on the *Australian Curriculum: Geography* (Version 7.5) – full implementation by 2017. Some content descriptors have been expanded in the mandated content and some have been placed into the additional content section. In the senior years, *Natural Hazards* and *Global Networks and Interconnections* are to be studied in Year 11 while *Global Environmental Change* and *Planning Sustainable Places* are studied in Year 12 – a re-sequencing of the ACARA topics.

Geography defined

“Geography is the study of the places that make up our world. It is the subject that answers our questions about why these places have their own special or unique environmental and human characteristics. It explains how and why these characteristics vary from place to place, the ways places are connected and interact, and how and why they are changing. Geography looks to the future by exploring the ways people can influence and manage the future of places.”

GeogSpace

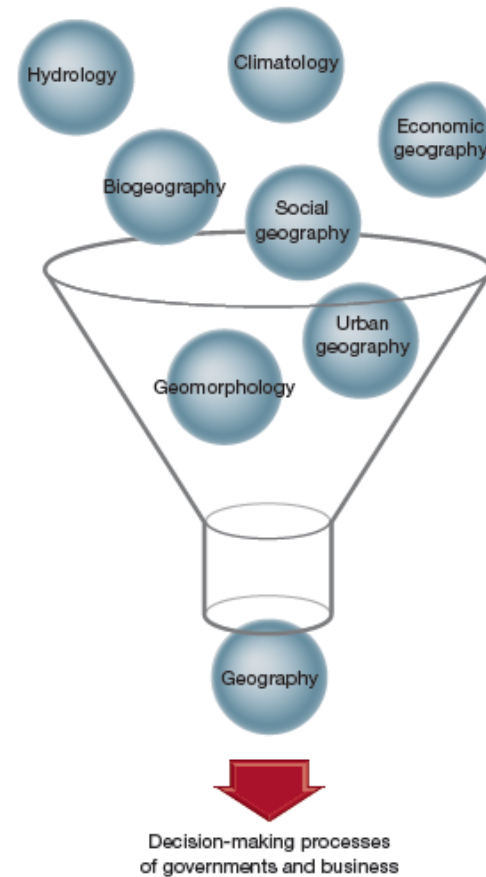


<http://www.geogspace.edu.au/>

Interdisciplinary in nature

Geography is fundamentally **interdisciplinary**. It is one of the few disciplines that encompass very different ways of knowing, from the **natural and social sciences** and the humanities. Geographers are therefore uniquely equipped to understand and address critical problems facing the world. Geographers are motivated by issues such as social and environmental justice, and the efficient, equitable and sustainable use of resources.

Geography as a STEM subject.



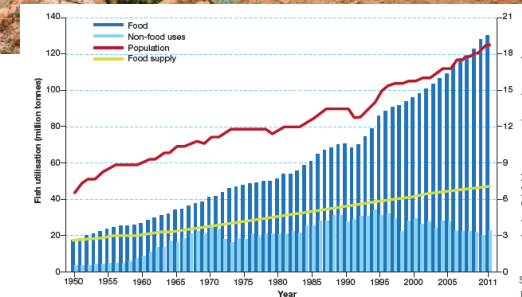
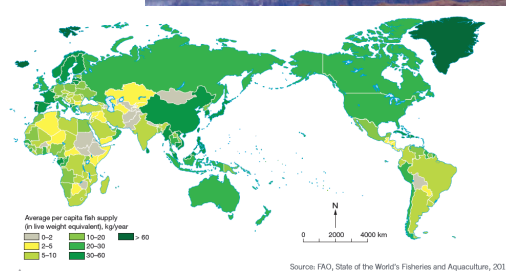
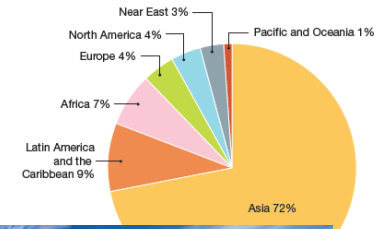
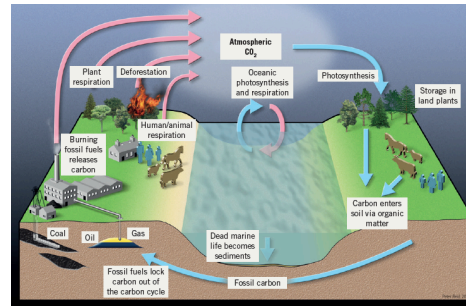
Importance

The study of geography stimulates an interest in and a sense of wonder about places.

It helps young people make sense of a complex and dynamically changing world.

It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected.

It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

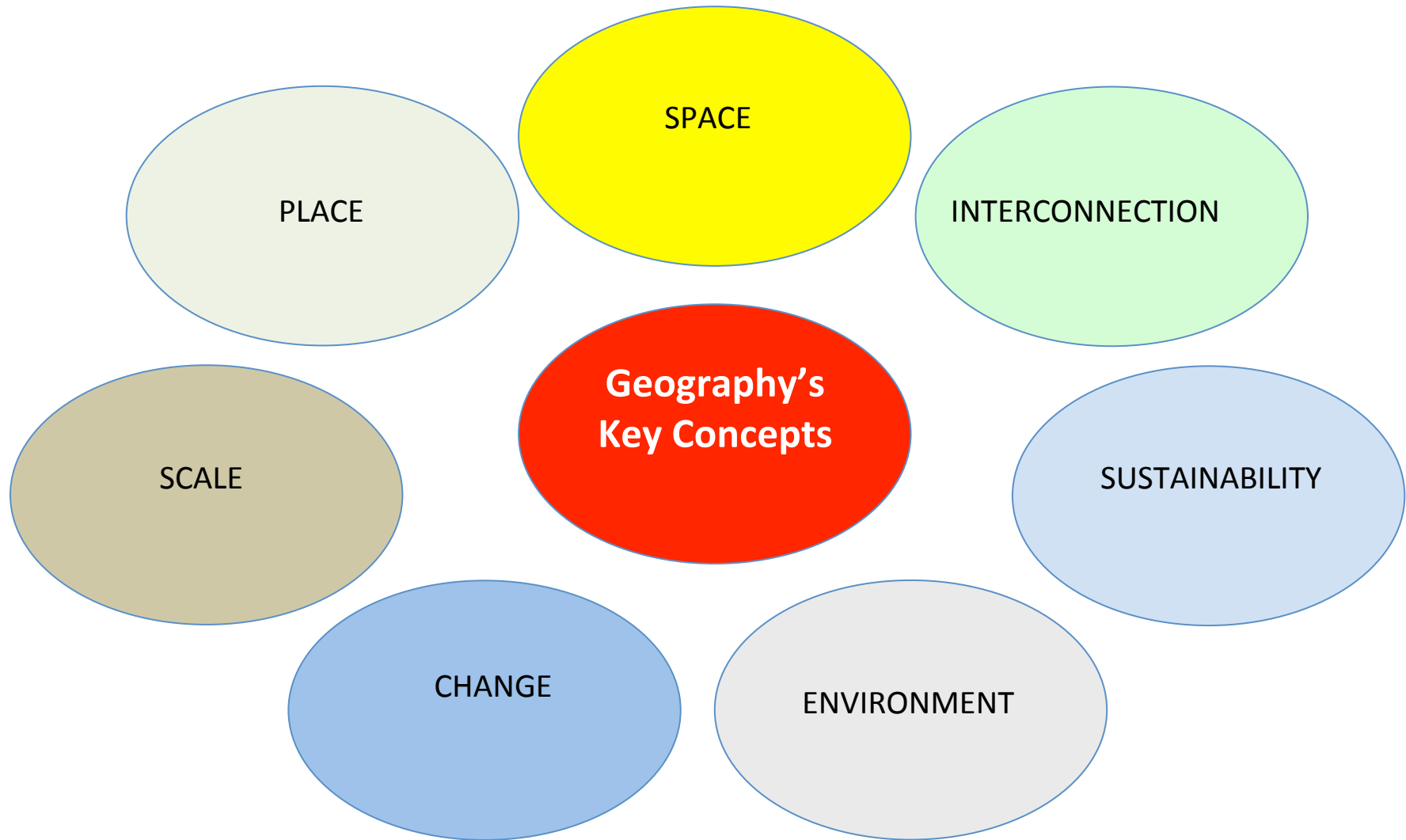


Promoting Geography in Schools

- Develop a well-sequenced and engaging fieldwork program
- Draw on contemporary issues – relate the subject matter to the lived experience of students
- Embrace the potential of technology
- Master the subject matter (PCK)
- Teach it well – student perceptions count



Geography's key concepts



Why concepts?

Concepts are the 'big ideas' that enable us to make sense of the world we see around us.

In other words, They provide the conceptual framework or lens through which to interpret what we see.



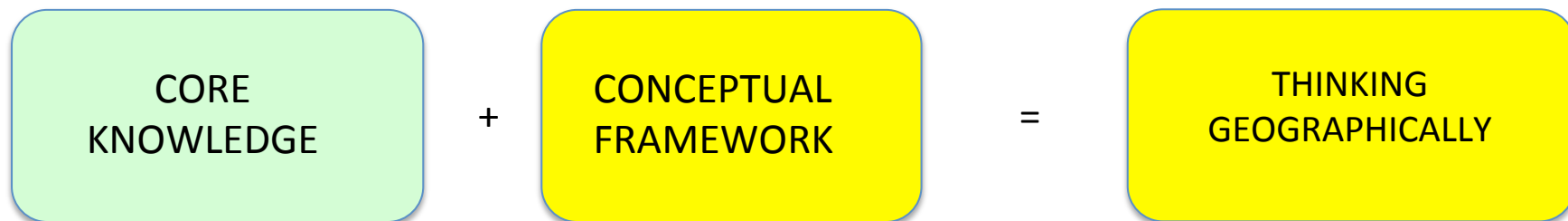
UK Concepts: Space, Place, Scale, Interdependence, Cultural Understanding, Environment, Sustainability,

Thinking geographically

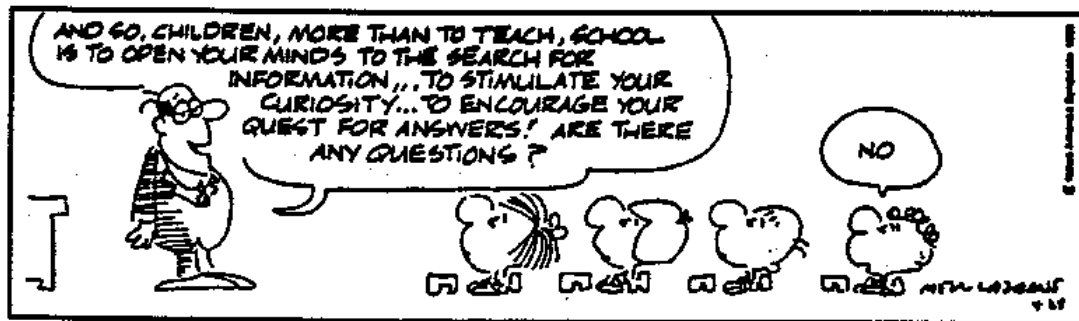
The *Australian curriculum: Geography* places a lot of emphasis on developing young people's capacity to 'think geographically'.

If we were to imagine learning to *think geographically* to be a bit like learning a language, then we need both geographical **vocabulary** and **grammar** in order to do this.

Prof. David Lambert has argued that the subject's 'core knowledge' can be thought of as geography's vocabulary – the extensive, factual basis of the discipline. Geography's conceptual framework forms its grammar.



- Another 'knowledge' distinction is to distinguish between **contextual knowledge** (core knowledge) and **conceptual knowledge**.
- But learning only the contextual knowledge, as an end in itself, makes relatively little contribution to thinking geographically. It can also be repetitive and intellectually dull – a 'burden on the memory rather than a light in the mind'.
- A few large, **organising concepts** underlie a geographical way of investigating and understanding the world. These are **high level ideas** that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision-making. They are the key ideas involved in framing the unique contribution of Geography as a subject discipline.



Place:

Parts of Earth's surface that are identified and given meaning by people.

Of particular interest here is how the human characteristics of a place are influenced by its biophysical environment, relative location, connections with other places, economic and technological change, and the decisions and actions of people and organisations over time.

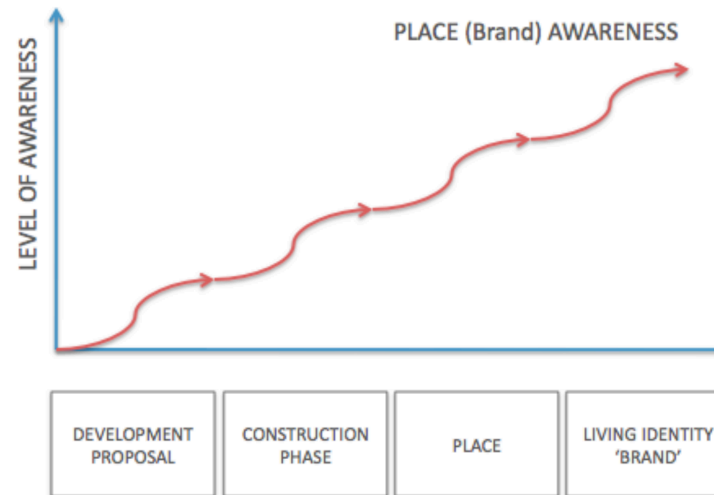
It includes a focus in how the places in which people live are created, changed and managed.



Place perception: Our awareness of places and the particular opinions we have about them. It is our feelings and interpretations about the characteristics of a place that help develop place perception. Place perception influences the decisions we make about a location. **Property prices!**

Place marketing: Many places are taking advantage of an increasingly connected world to improve the way that they are perceived. Place marketing involves regularly reinterpreting, designing, packaging and selling places.

Place awareness and positioning



Darling Square



Space:

Geographers are interested in the ways things are arranged on the Earth's surface. They look for patterns and try to explain them.

Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes.

Three elements:

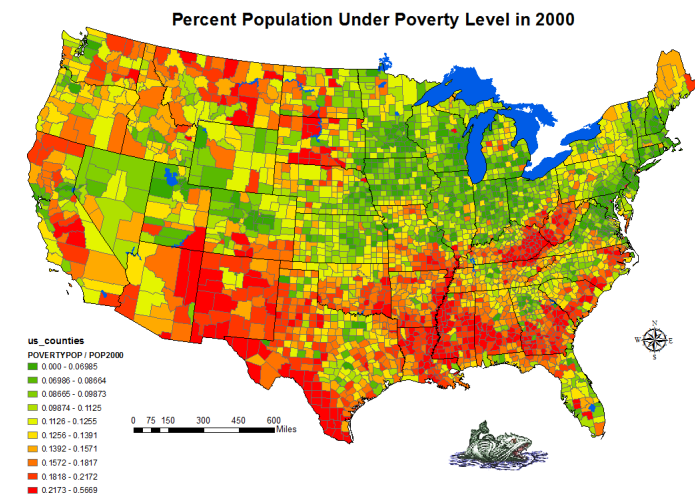
- Location
- Spatial distribution
- Organisation (how things are arranged and managed)

Location plays an important role in determining the characteristics of a place, the viability of any economic activity and the opportunities open to an individual.

'Private spaces'

'Public spaces'

Remember: Places can be divided into spaces!

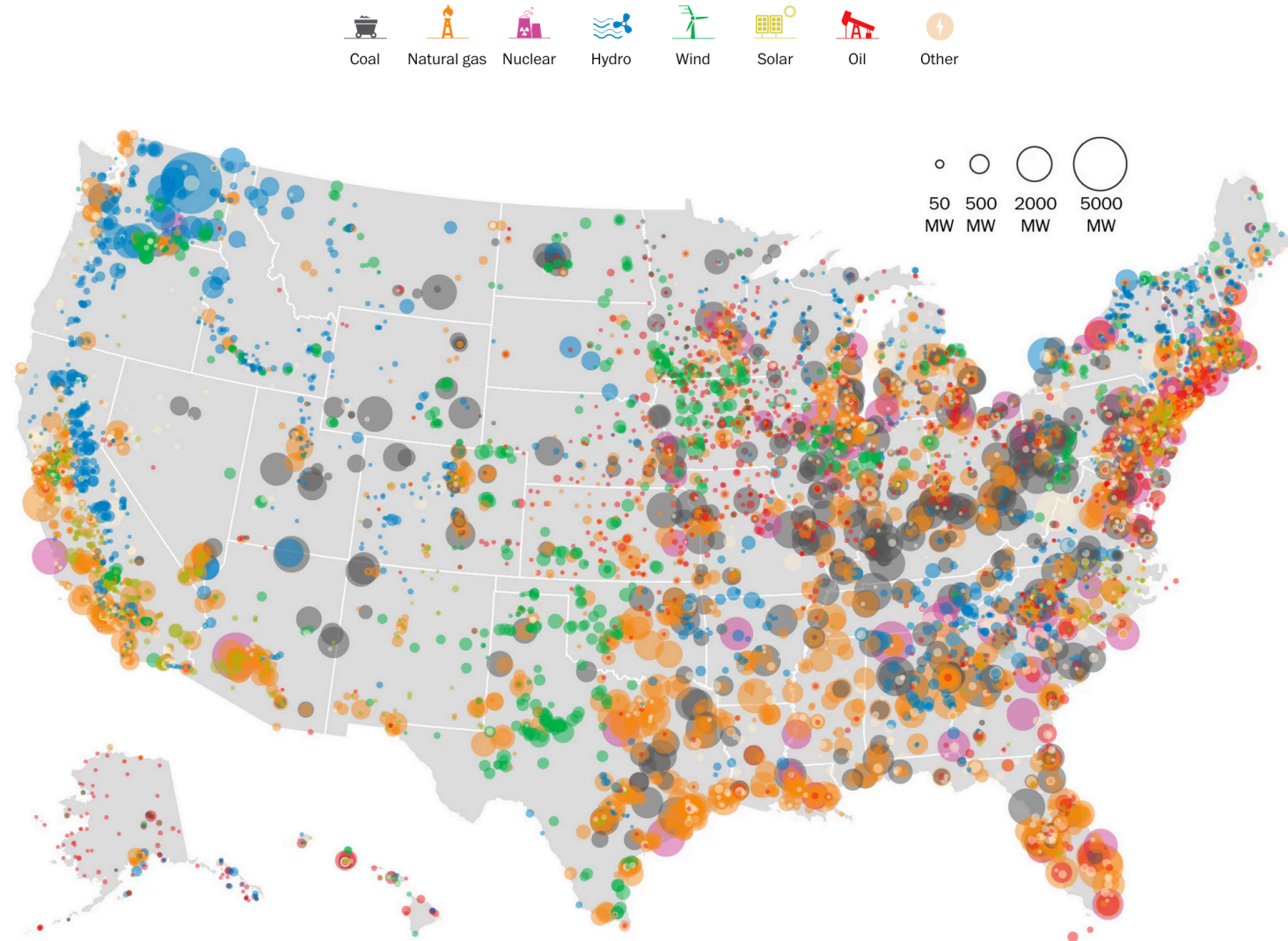


The Black Marble:

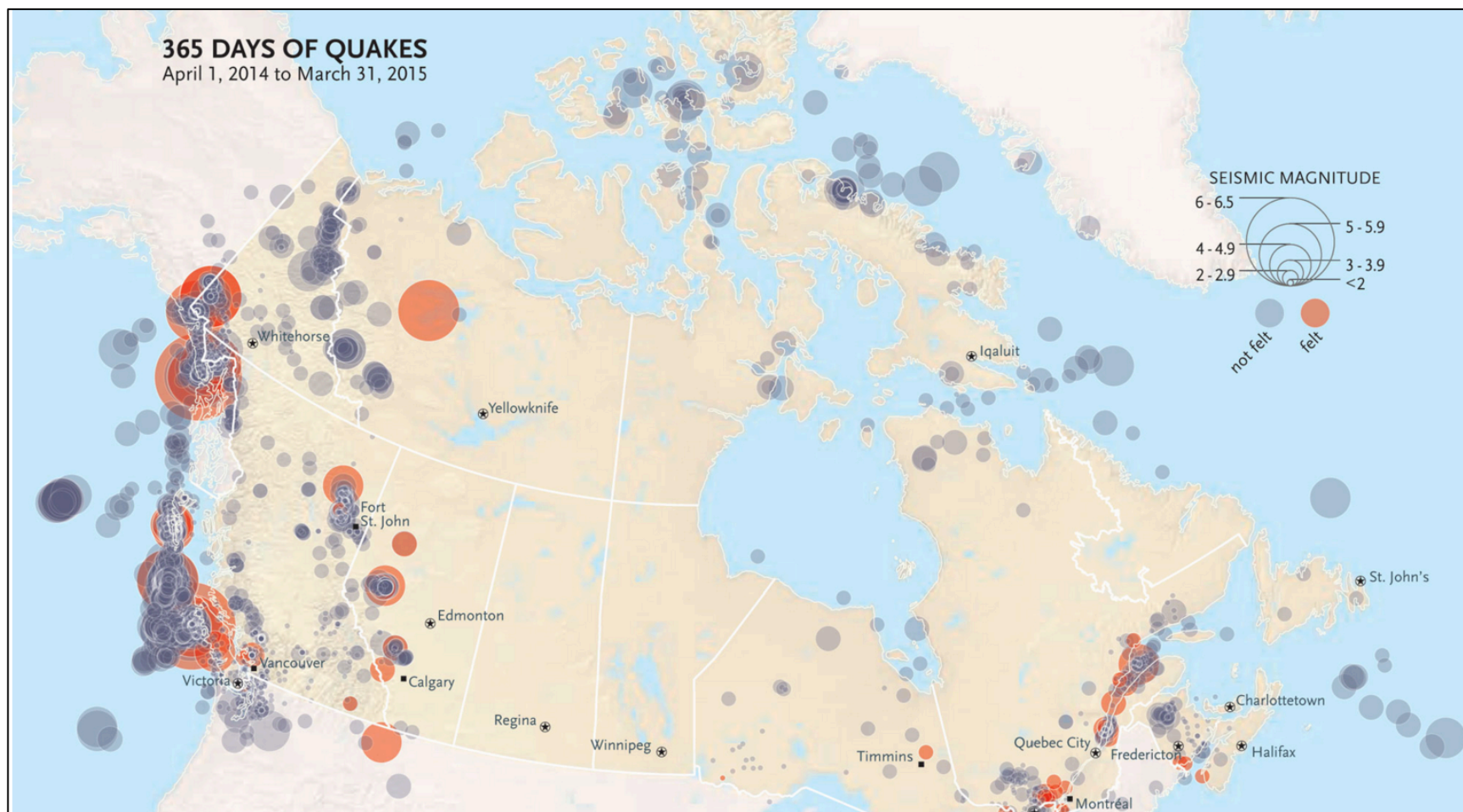
<http://http://www.pbs.org/program/humanity-from-space/>

Pattern of Energy Production by Source, USA, 2014

Plant capacity by power source in megawatts



A year of earthquakes in Northern America

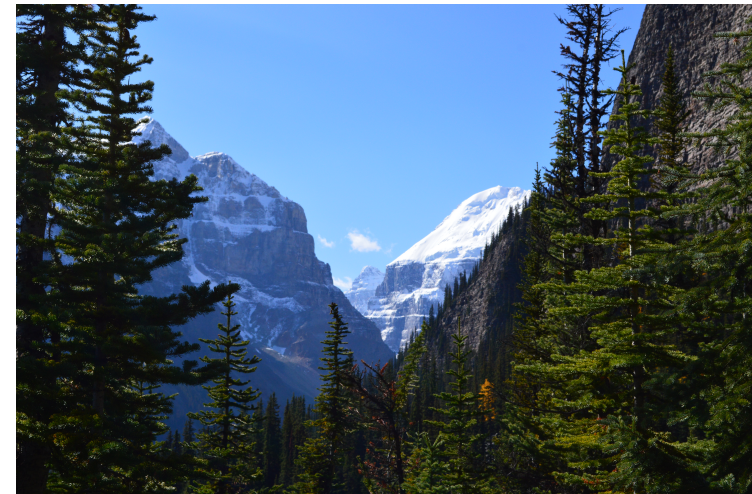


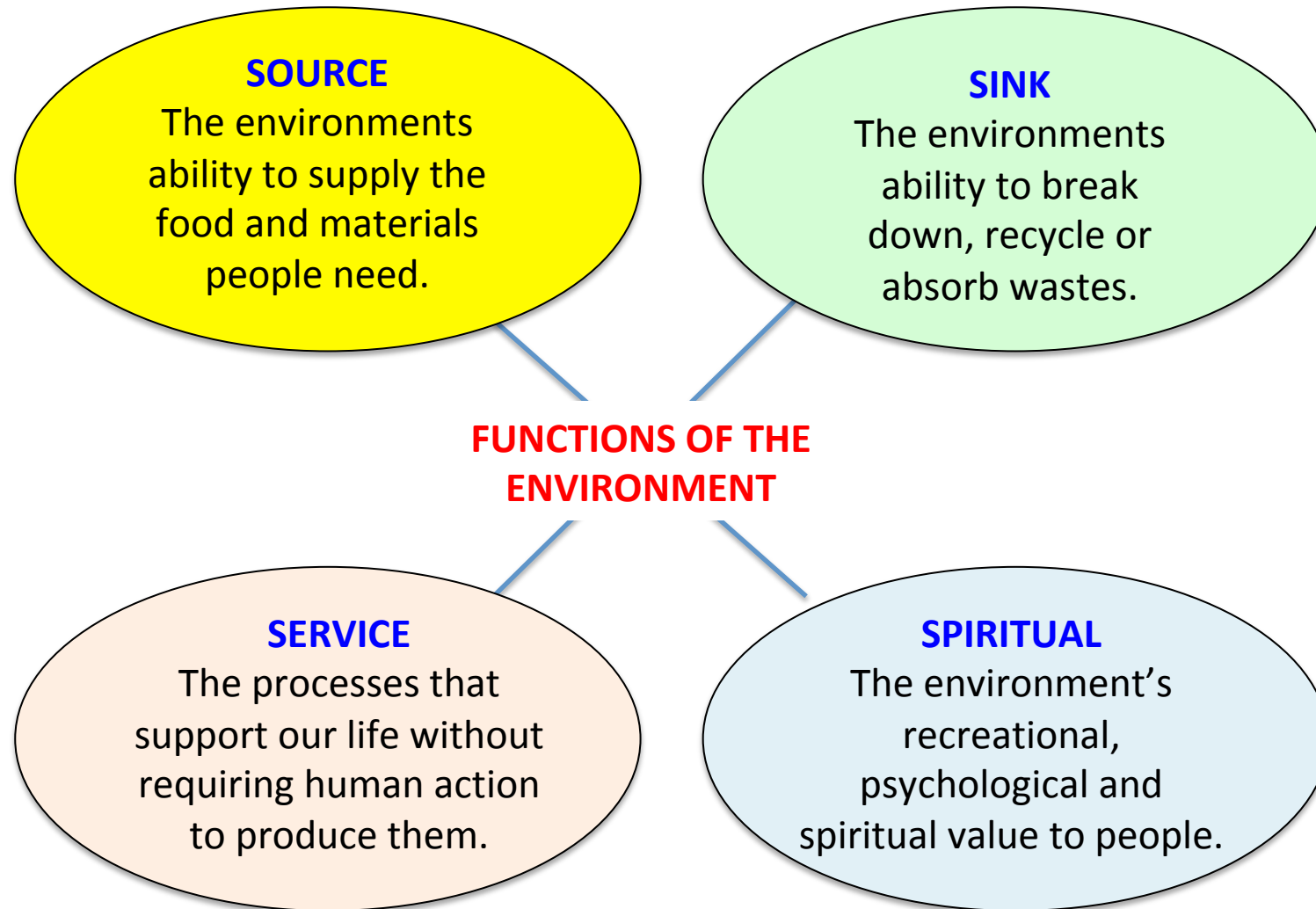
Environment:

Students study the significance of the environment in human life, and the important interrelationships between humans and the environment.

It involves a knowledge of:

- the earth's geological, atmospheric, edaphic (soil), biotic and human processes
- the ways in which the environment supports and enriches human life
- the values and world views that influence the different ways in which people perceive, adapt to and use environments
- an appreciation that human-induced change requires an understanding of the causes and consequences of change
- the ways people respond to specific environmental hazards.





Interconnection:

No object of geographical study can be viewed in isolation. The interconnections with other places have significant influences on the characteristics of places and on changes in these characteristics.

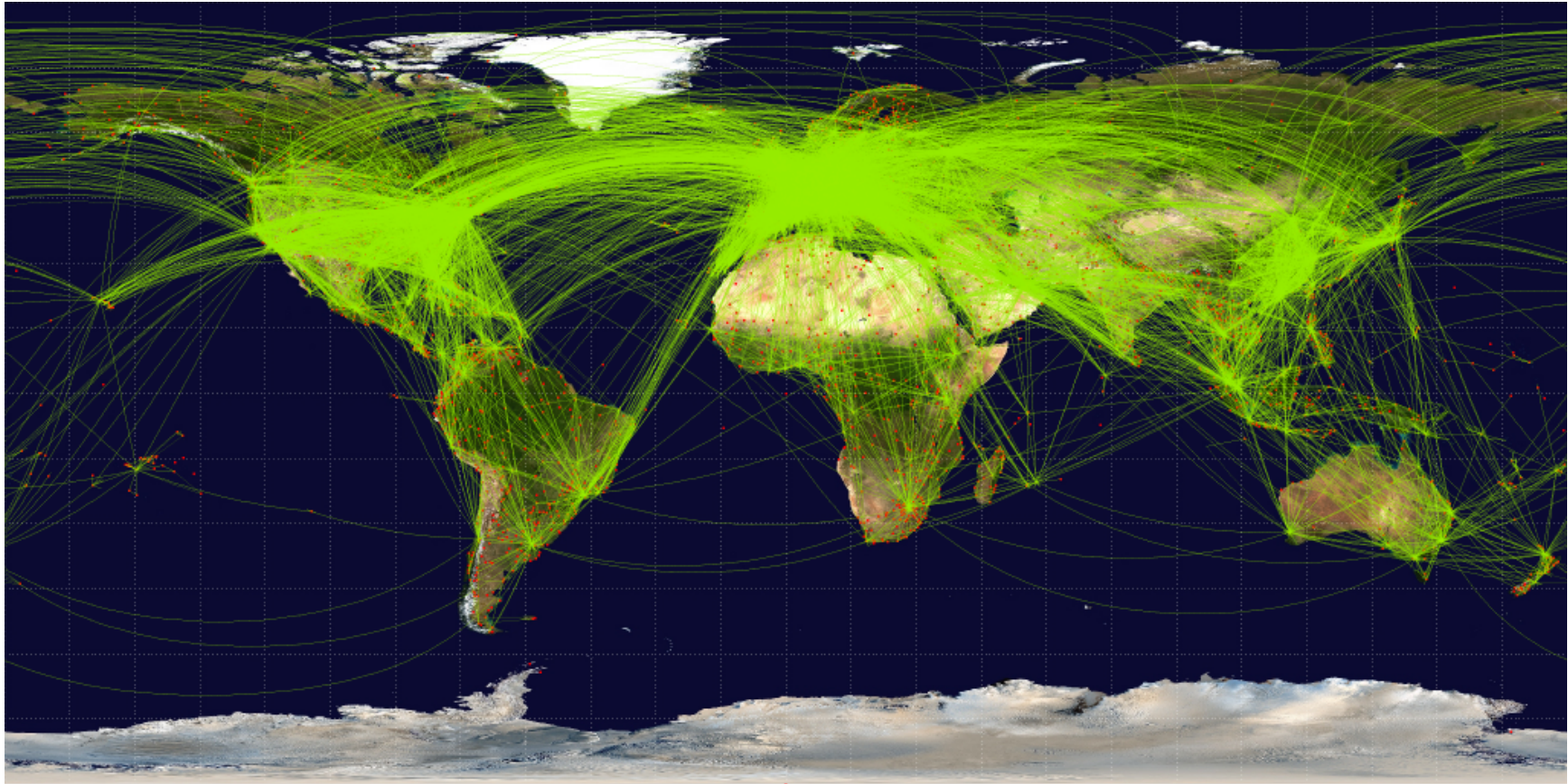


Natural processes
&
Human Activities

HOME

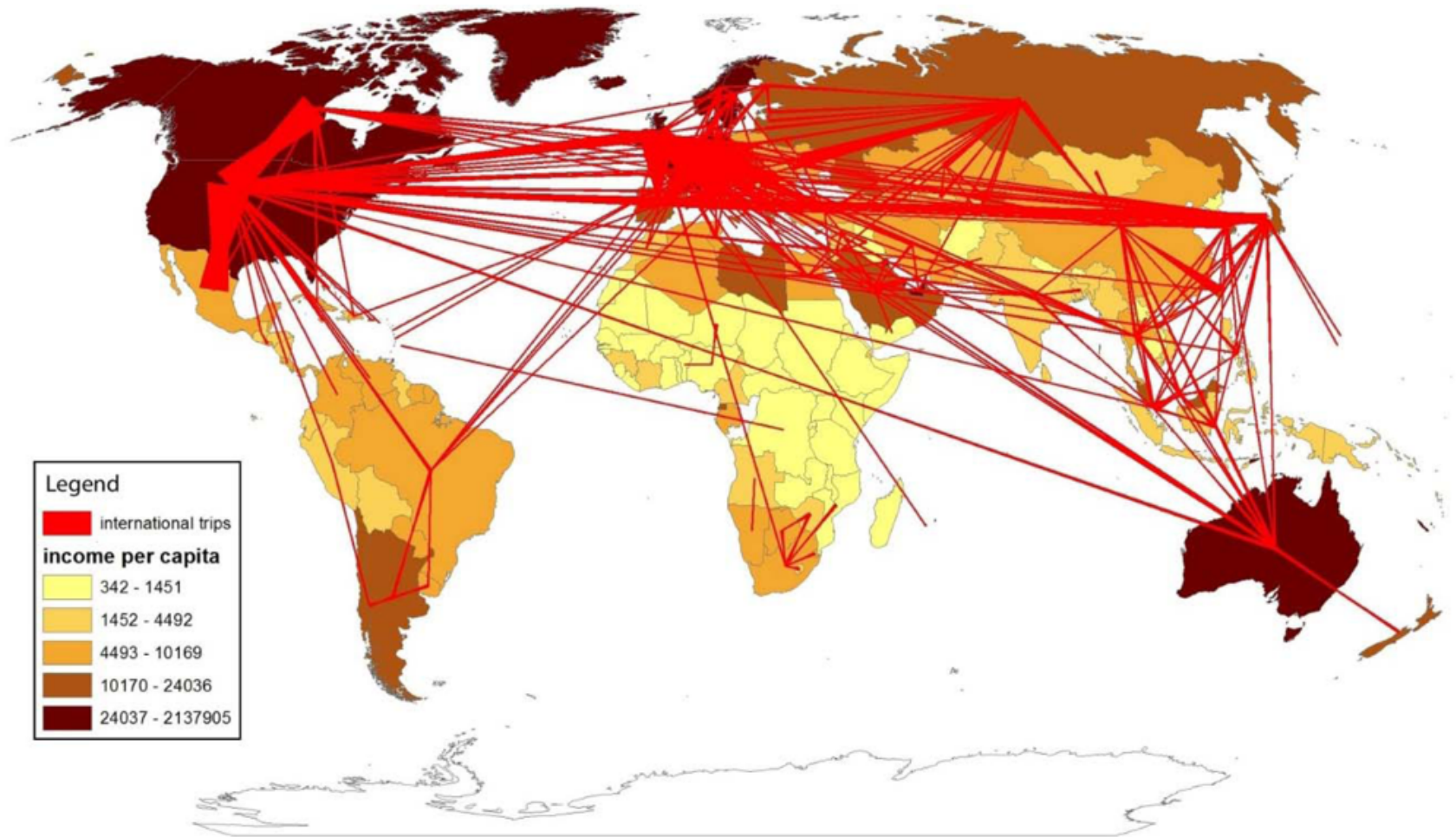


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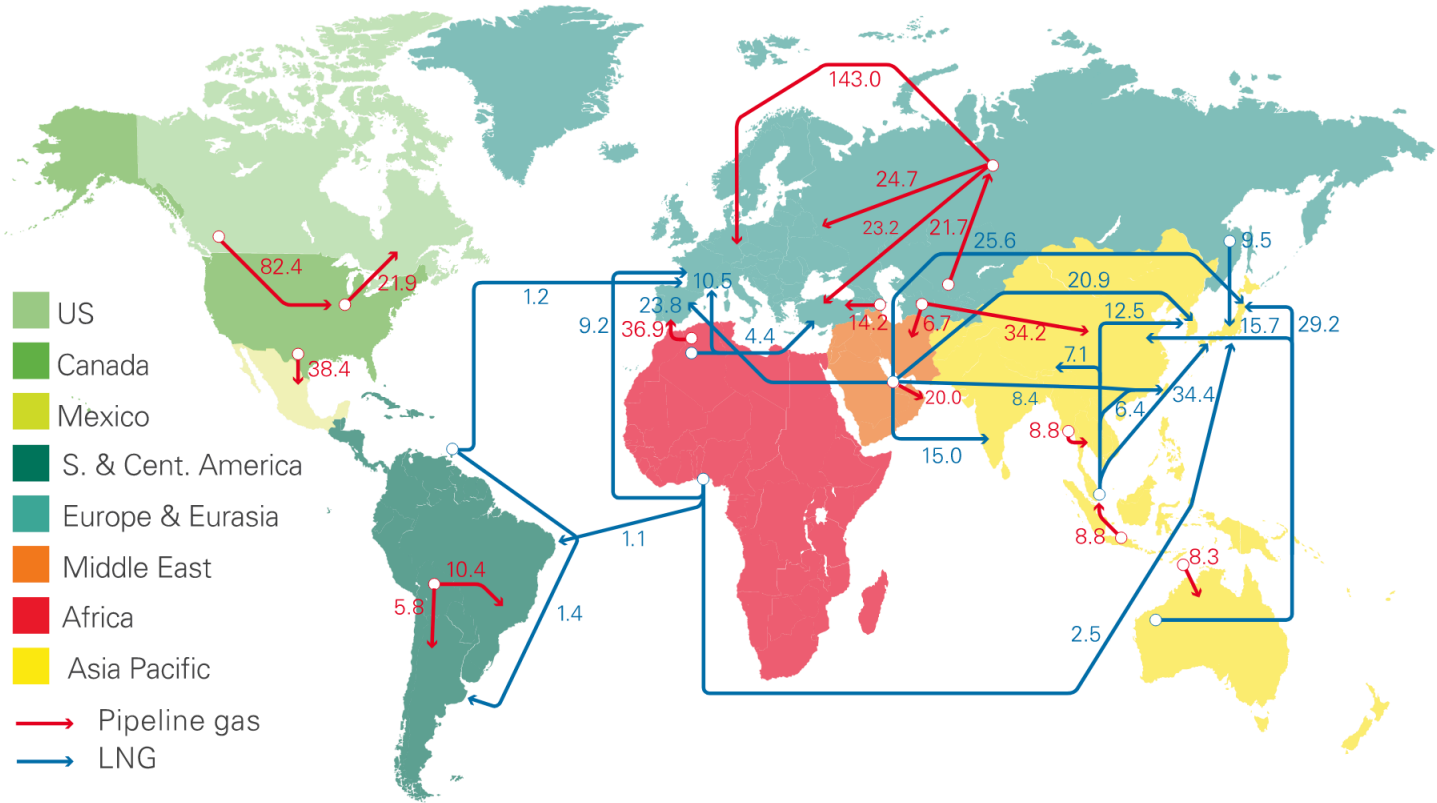
Map of world airline routes. The map shows 59,036 airline routes between 3,209 airports by 531 airlines

International Movement of Tourists



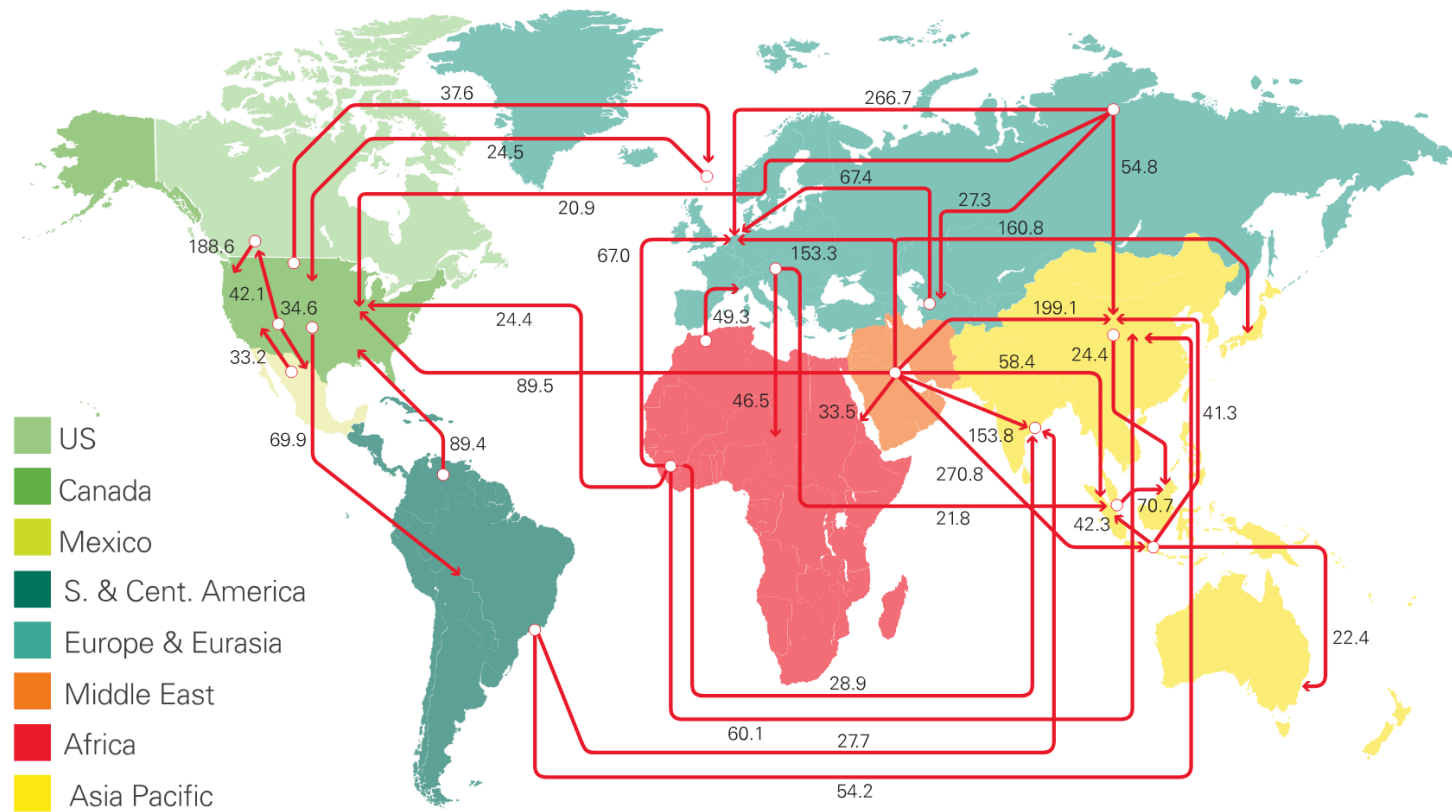
Global Movements of Gas

Natural gas trade movements 2016 - trade flows worldwide (billion cubic metres)



Global Movements of Oil

Oil major trade movements 2016 - trade flows worldwide (million tonnes)



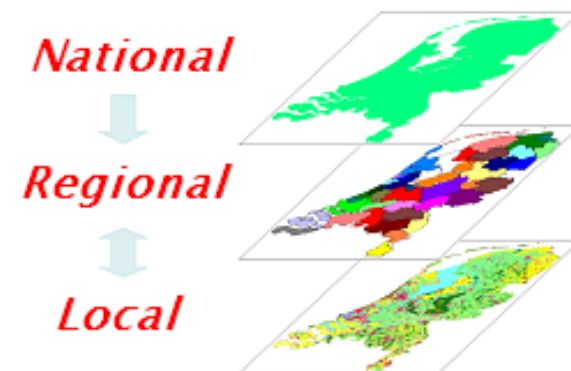
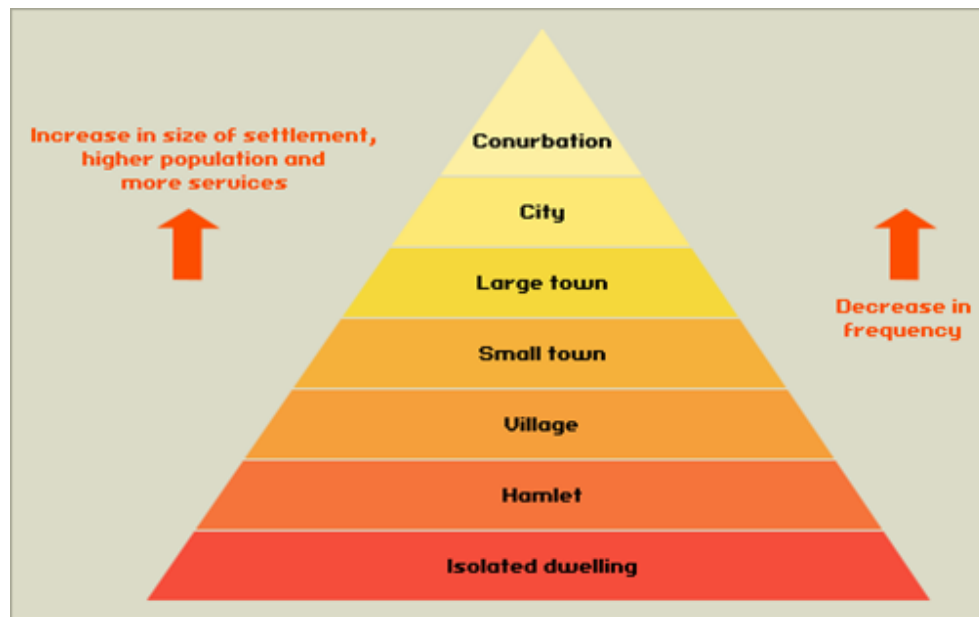
Sustainability:

Sustainability is about the capacity of the environment to continue to support our lives, and the lives of other living organisms, into the future. Progress towards environmental sustainability depends the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).



Scale:

The observation that geographical phenomena and issues can be examined at different spatial levels (from the local to the global).



Change:

How places and spaces have developed over time.

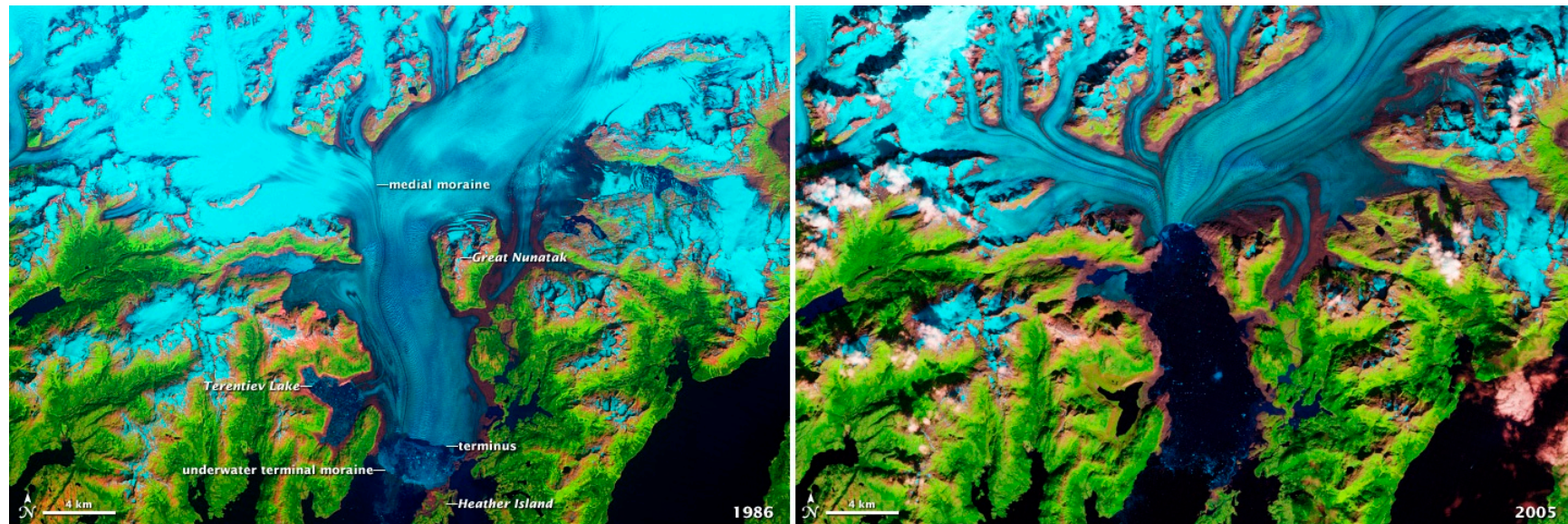
Of particular importance are environmental, economic, social and technological processes and how these affect places differently.

An understanding of the processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

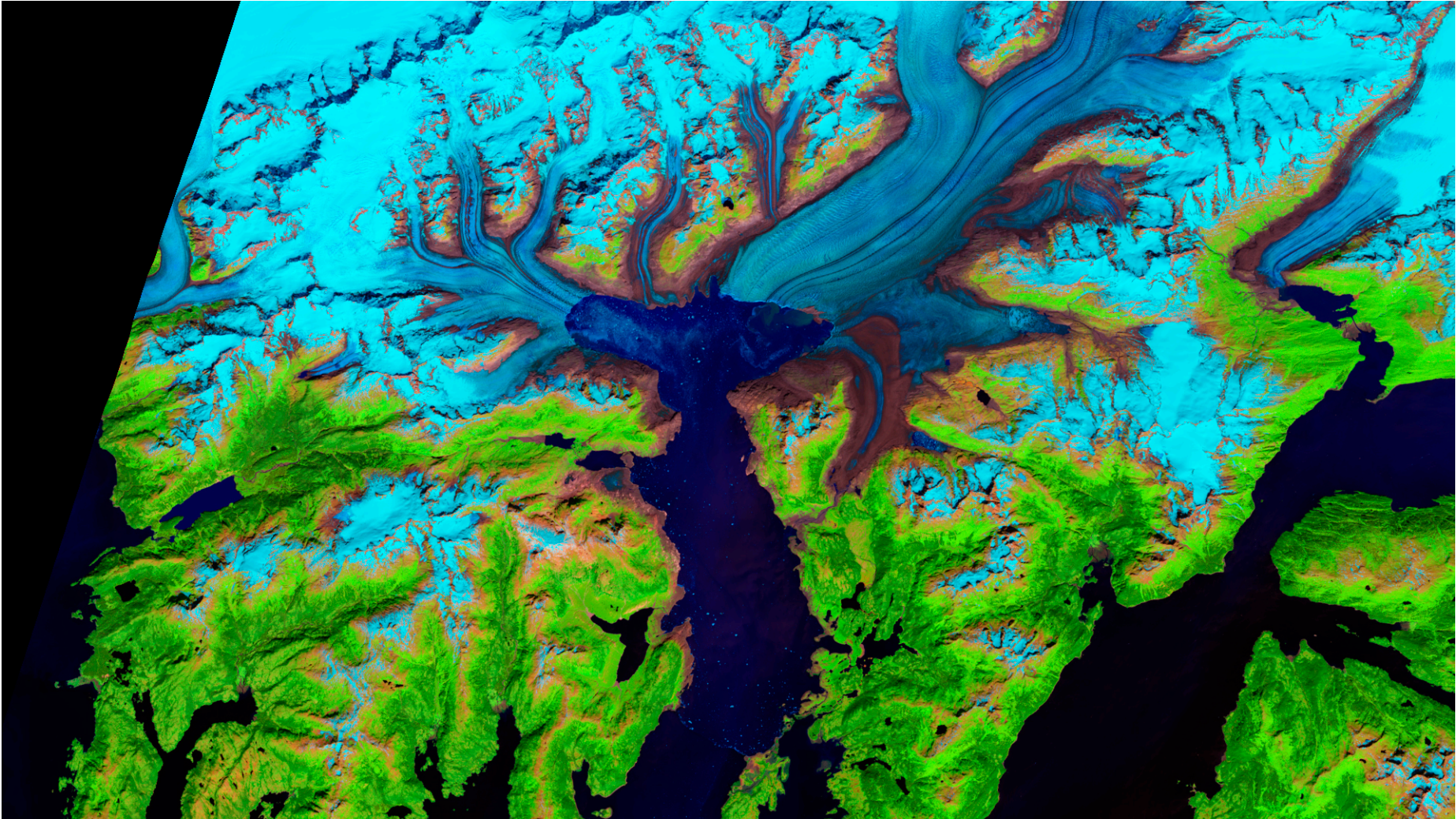
Dubai



Change in the Biophysical Environment



Columbia Glacier, Prince William Sound, Alaska.



2013

Victoria Falls



2013



2015

Impacts of drought

Changes in the urban morphology of Australian cities

- The shift to apartment-based living
- Apartment approvals have now outnumbered detached housing approvals in Sydney for 20 years. The trend is accelerating.
- Reasons – affordability, demographic and social change, lifestyle factors

Transforming Darling Harbour

- 
- Economic Change
 - Technological Change
 - Social & Demographic Change

1940s



Early 1990s



Barangaroo



Darling Harbour Live



Urban renewal without the decay

Perspectives in Geography

“A way of viewing the world, the people in it, their relationships with each other and with their environments. For example, people might have different perspectives because of their Aboriginal background, gender, culture, socio-economic status or religion.”

Contributes to: The capacity of students to critically assess the ideas and opinions of others (including the media) and to form and express their own ideas and arguments.

Relevant syllabus outcomes:

4.7 Identifies and discusses geographical issues from a [range of perspectives](#)

5.7 Analyses the [impact of different perspectives](#) on geographical issues at local, national and global scales

Thank you!