Your school and the Geography K–10 Syllabus

## Activity booklet

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# Standards/Descriptors

The table below outlines how the course content addresses the Standards/Descriptors.

| **Standard/Descriptor** | **Course content addressing the Standard/Descriptor** |
| --- | --- |
| **Standard 2: Know the content and how to teach it**  **Descriptor 2.2.2** Organise content into coherent, well-sequenced learning and teaching programs. | Participants will:   * apply their knowledge of the purpose, structure and content of the Geography K–10 Syllabusto create a course deliverable of a small geographical inquiry. |
| **Standard 3: Plan and implement effective teaching and learning**  **Descriptor 3.2.2** Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. | Participants will:   * examine the syllabus aim and rationale, the concepts, skills, tools, objectives, outcomes continuums and examine the geographical inquiry process K–10. * apply this learning in the course activities and in developing the course deliverable. |
| **Standard 6: Engage in professional learning**  **Descriptor 6.3.2** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. | Participants will:   * engage in discussion, activities, reflection and answer questions designed to strengthen their understanding of the structure, features and elements of the Geography K–10 Syllabus and its implementation * complete the course deliverable. |

# Activity 1: Why teach geography?

## Syllabus, Background

Reflect on/discuss the implications of the aim of the Geography K–10 Syllabus for the planning of geography K–10.

How does the study of geography help students to become informed, responsible and active citizens?

# Activity 2: Teaching geography

## Syllabus, Background

1. Why is it important to teach geography?

1. How do you develop student interest in, and engagement with, geography?

1. What is the purpose of geographical inquiry in developing students’ interest in, and engagement with, geography?

1. What do students gain from the study of geography?

# Activity 3: Geographical concepts

## Geography K–10, Concepts

Develop a diagram or flowchart that displays the connections between the seven key geographical concepts outlined in the syllabus: place, space, environment, interconnection, scale, sustainability and change.

# Activity 4: Geographical inquiry skills

## Geography K–10, Skills

Access the K–10 geographical inquiry skills continuum on pages 3–4 of the  [K-10 geography continuum document (.pdf)](http://syllabus.bostes.nsw.edu.au/assets/global/files/geography-k-10-continuum.pdf" \o "http://syllabus.bostes.nsw.edu.au/assets/global/files/geography-k-10-continuum.pdf). You may wish to download and/or print it.

Use one colour to highlight the geographical nouns and another to highlight the geographical verbs in the skills descriptions for the stage you have selected.

It is ideal to colour code across several stages to see the skills progression. When completing the course in a small group, this could be achieved by colleagues addressing different stages.

You may want to make notes on the lines below.

How could you use this information to develop the use of geographical skills with your students?

# Activity 5: Geographical tools checklist

## Geography K–10, Tools

Complete the geographical tools checklist and then respond to the question on the next page.

| Tools | Not confident | Developing | Confident |
| --- | --- | --- | --- |
| **Maps** |  |  |  |
| * large-scale maps |  |  |  |
| * small-scale maps |  |  |  |
| * sketch maps |  |  |  |
| * political maps |  |  |  |
| * flowline maps |  |  |  |
| * latitude |  |  |  |
| * direction |  |  |  |
| * distance using scale |  |  |  |
| * map references |  |  |  |
| * spatial distributions and patterns |  |  |  |
| **Visual representations** |  |  |  |
| * photographs |  |  |  |
| * aerial photographs |  |  |  |
| * flow diagrams |  |  |  |
| * annotated diagrams |  |  |  |
| * web tools |  |  |  |
| **Graphs & statistics** |  |  |  |
| * tally charts |  |  |  |
| * pictographs |  |  |  |
| * column graphs |  |  |  |
| * weather data |  |  |  |
| * climate graphs |  |  |  |
| **Fieldwork** |  |  |  |
| * observing, measuring and recording data |  |  |  |
| * conducting surveys or interviews |  |  |  |
| * fieldwork instruments such as measuring devices, maps, compasses, GPS, photographs |  |  |  |
| **Spatial technologies** |  |  |  |
| * virtual maps |  |  |  |
| * satellite images |  |  |  |
| * global positioning systems (GPS) |  |  |  |

Referencing your selected stage, discuss/reflect on how to confidently use the listed tools.

Describe how you can develop your use of geographical tools, particularly in the area of spatial technologies.

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# Activity 6: Geographical tools continuum

## Geography K–10, Tools

Access the K–10 geographical tools continuum on pages 5–6 of the  [K-10 geography continuum document (.pdf)](http://syllabus.bostes.nsw.edu.au/assets/global/files/geography-k-10-continuum.pdf" \o "http://syllabus.bostes.nsw.edu.au/assets/global/files/geography-k-10-continuum.pdf). You may want to download and/or print it.

For your selected stage, identify one geographical tool you would like to know more about. Undertake a short investigation about the use of this tool and record the information below. Share your understanding with colleagues.

# Activity 7: Embedded learning across the curriculum content

## Geography K–10, Learning across the curriculum

Refer to one focus area for your chosen stage and select a content description with a variety of learning across the curriculum content icons. Brainstorm and record teaching and learning ideas to support the learning across the curriculum content within this content description.

Select one further learning across the curriculum content area that aligns with a school priority. Examine this area in more detail using both the description and the filter tool available on the BOSTES syllabus website. Consider:

* Are there additional opportunities to develop the learning across the curriculum content areas to enhance student learning?

# Activity 8: Continuum of learning

## Geography K–10, Tools

Access the [Table of objectives and outcomes – continuum of learning](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/outcomes-k10/) and complete the following:

1. Follow an example of progress through the knowledge and understandings outcomes from Early Stage 1 through to Stage 5.
2. Referencing the descriptions of the geographical concepts, examine how the development of these concepts is tracked through the syllabus outcomes.

Record your findings below. What are the implications for the stage you have selected?

Link: <http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/outcomes-k10/>

# Activity 9: Geographical questions

## Inquiry, Acquire (part A)

Choose a syllabus content dot point within the stage you selected. What geographical questions could be used to undertake a geographical inquiry for this content? You may need to refer to a case study.

# Activity 10: Acquire data and information

## Inquiry, Aquire (part B)

What do you mean when you use the terms ‘primary data’, ‘secondary data’, ‘primary information’, and ‘secondary information’ in a geographical context? What will your students infer from your use of these terms in geography lessons?

Create a personal glossary of these terms to ensure your consistent use of them.

Primary data:

Secondary data:

Primary information:

Secondary information:

Compare your responses with those of colleagues.

# Activity 11: ‘5 Seasons’

## Inquiry, Process

List the data and information conveyed in the short clip from the 2004 documentary [5 Seasons](http://aso.gov.au/titles/documentaries/5-seasons/clip1/) (clip title, Everything has a cycle) and in the education notes that accompany it.

List additional data and information required to respond to ONE of the following inquiry questions.

1. How do seasonal weather patterns affect the way people live?
2. How does the climate of Northern Australia shape its landscape and how is this different to where you live?

Determine and record the specific inquiry processes to represent, evaluate, interpret and analyse the information.

| Data and information conveyed in ‘5 Seasons’ | Additional data and information required to develop this geographical inquiry | Strategies to process this data and information |
| --- | --- | --- |
|  |  |  |

Clip from 5 Seasons: <http://aso.gov.au/titles/documentaries/5-seasons/clip1/>

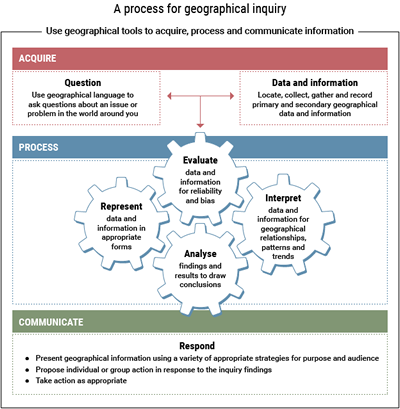
# Course deliverable: A geographical inquiry

## Wrap up

(Indicative time: 25 minutes)

The course deliverable is a brief geographical inquiry using a photograph as stimulus with reference to geographical concepts and tools.

1. Select one photograph from the Image gallery (refer to the Wrap up > Deliverable web page) to be the stimulus for your geographical inquiry. Be aware that, while a range of photographs are provided, not all images are suitable for all stages. When making your selection, cross reference to the syllabus content descriptions for a selected stage, such as the stage you are currently teaching or most familiar with.
2. Copy the photograph you selected into the second row of the table on the next page and resize it to an appropriate size. Add a caption to describe the image.
3. In the next row, provide the syllabus content reference information, such as the subheading or dot point text.
4. Using your image as stimulus, plan some detail for a small geographical inquiry, with reference to the process of geographical inquiry covered in this course. It may be necessary to extrapolate some information to complete this small inquiry.
5. Record the steps of your geographical inquiry in the last row in the table. In the first column, address ‘acquire’ (both ‘question’ and ‘acquire data and information’), in the second address ‘process data and information’ and in the last column address ‘communicate and respond’. Comment briefly on the geographical concepts and tools included in the inquiry.



A larger image and text version of this diagram is accessed on the [Inquiry](http://clips.det.nsw.edu.au/clipsoutput/20047-20047-Refresh-INC/LOs/your-school-geography/your-school-geography_04.htm) tab of the online resource.

| **A Geographical inquiry** |
| --- |
| *Image:* |
| *Syllabus content reference for selected stage, such as the subheading or content dot point.* |

| Acquiring geographical information | Processing geographical information | Communicating geographical information |
| --- | --- | --- |
|  |  |  |

# Reflection

## Reflect on your learning

Congratulations! You have completed the online course Your school and the Geography K–10 Syllabus.

In this course, we have explored the Geography K–10 Syllabus. Particular attention was given to the learning continuums described in the syllabus and their impact on the syllabus content and the process of geographical inquiry. The course deliverable involved developing a geographical inquiry response for an image you selected as the data and information input for one content dot point.

As you prepare for the final submission, consider the following:

* What aspect(s) of the course seemed most important to you?

* What did you learn?

* What will you do differently as a result of completing this course?