Your school and the Geography K–10 Syllabus

Presenter notes

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## How to complete this course

Course participants should work their way across the tabs at the top of each page and complete the embedded activities. On completion of the course, participants must follow the applicable procedures under the Wrap up tab.

Please ensure that the course supervisor has scheduled an event for Your school and the Geography K–10 Syllabus on My PL@Edu, and that you are enrolled. The **Course deliverable** on the Wrap up tab must be completed by participants and submitted to their supervisor for accreditation. For information on scheduling an event, see the tutorials available at [Delivering professional learning](https://www.det.nsw.edu.au/proflearn/areas/plp/mypl/princdeliver.html) on My PL@Edu.

The course can be delivered by Educational Services Advisors, Community of Schools identified teacher faciliators, single-school based facilitators or undertaken by individual teachers. To gain the accredited professional learning, participants need to be enrolled in an event for this course.

## Preparation

Prior to delivering the course, facilitators should set aside some time to familiarise themselves with the content contained in each tab.

Consider downloading the Activity booklet and printing the activities. The booklet contains all the activities as well as the course deliverable to be completed by participants.

## Group organisation

This course will be best delivered with participants in small groups. Alternatively, participants may view the course on their own device, such as a tablet or laptop. The pace can be better controlled if the facilitator delivers the course on an interactive whiteboard.

Discussion and collaboration between participants will enrich the delivery of this course.

All aspects of the course do not need to be delivered face to face. If a block of time is unavailable, mixed-mode delivery is an alternative. Some aspects can be delivered as a component of teacher professional development during a staff meeting, with follow–up at grade/stage or facility meetings. Some components can be undertaken by individual teachers or collaboratively with a colleague, within a scheduled timeframe. Schedule regular report back sessions for participants as they work towards the course deliverable.

## Overview

Indicative time: 5 minutes

### What is this tab about?

This tab provides a rationale and context for participants to engage in Your school and the Geography K–10 Syllabus course. It also includes:

* Pre-requisites
* Objectives
* Content
* Advice
* Accreditation
* Course materials.

### Delivery

* Click to expand each heading on the Overview page and review the information.

### Notes

## Syllabus

Indicative time: 30 minutes

### What is this tab about?

This tab develops a foundational understanding of the features and structure of the Geography K–10 Syllabus. Geography is defined and the importance of teaching geography is discussed.

The syllabus continuums for concepts, skills, tools and content are briefly introduced and the support they provide for quality teaching and learning is highlighted. The continuums will be examined in detail in the next section.

### Delivery

1. In the **Background** tab, participants note the organisation of the Human Society and its Environment key learning area (KLA) and the location of geography K–10 within this KLA. Participants view [‘Geography, what is it for’](https://www.youtube.com/watch?v=sgGb8BM2TBk&amp;index=2&amp;list=PLCp3_brrD7xpDDH3oa3OjQOicUfaO1x8L) and begin to develop an understanding of the importance of geography.
2. The **Activities** tab contains two activities that are completed in the Activitiy booklet.  
   **Activity 1:** Participants record their response to: How does the study of geography help students to become informed, responsible and active citizens?   
   **Activity 2:** Participants reflect on/discuss and then record their responses to four questions: 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?
3. The **Syllabus overview** tab presents the essential elements of the geography syllabus and assists participants finding and engaging with the features of the syllabus. Participants view a PowerPoint presentation ‘Syllabus elements’. The BOSTES online syllabus navigation tools are explored to support teachers’ use of the syllabus.
4. In the final tab, **Terminology**, participants consider the importance of consistent use of geographical terminology. The syllabus glossary of terms is referred to as well as the need to define additional terms. Participants have an opportunity to reflect on/discuss opportunities for students to engage with new vocabulary during geographical inquiry; this includes identifying proficient users of geographical vocabulary who can model such language for students and using classroom displays to enhance support.

## Geography K–10

Indicative time: 70 minutes

### What is this tab about?

This tab supports the development of thinking and working geographically and addresses geographical concepts, skills and tools, including the continuums for each. Activities are provided which further develop participants’ understandings.

Learning across the curriculum content areas have specific geographical content. These areas of the syllabus are examined for their impact on teaching and learning. The syllabus content is studied using the inquiry question ‘What do geographers do?’ to model a small inquiry as well as develop participants’ understanding of the organisation of syllabus content.

### Delivery

1. In the **Thinking and working** tab, participants note the interconnection of geographical concepts, inquiry skills and tools. They listen to a description of these syllabus features in the YouTube video [‘What is geography for?’](https://www.youtube.com/watch?v=VVebvcgwYys&list=PLCp3_brrD7xpDDH3oa3OjQOicUfaO1x8L&index=1)
2. The second tab is **Concepts**. Participants read about the concepts of place, space and environment in [‘What is Geography?’](http://www.iag.org.au/about-geography/what-is-geography/). They examine the syllabus concepts and their K–10 continuums. The geographical questions, ‘What…?, …is where?, Why there? and Why care?’, are used to assist understanding of the purpose of these [geographical concepts and their continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-skills/) in teaching and learning.

**Activity 3:** Participants develop a diagram or flowchart that displays the connections between the syllabuses’ seven key geographical concepts.

1. The **Skills** tab examines the [geographical skills](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-skills/) detailed in the syllabus. These skills support geographers, teachers and students to think and work geographically.

**Activity 4:** To enhance understanding of the role of geographical skills in teaching and learning, participants are asked to highlight the geographical nouns and verbs used in the skills continuum at any one stage that they select.

1. The **Tools** tab addresses geographical tools. Participants view the PowerPoint presentation ‘Introducing geographical tools’ which support working geographically.

**Activity 5:** Participants complete a geographical tools checklist. They reflect on/discuss how to confidently use [geographical tools](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-tools/), referenced to a selected stage, and consider how to develop their use of geographical tools, particularly in the area of spatial technologies.

**Activity 6:** Participants reference the [tools continuum](http://syllabus.bostes.nsw.edu.au/assets/global/files/geography-k-10-continuum.pdf) for a selected stage and undertake a short investigation about the use of one of these tools. They are asked to share this understanding with colleagues, where practical.

1. The **Learning across the curriculum** tab focuses on Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, sustainability, and civics and citizenship due to their significance to the subject of geography. Participants view the PowerPoint presentation ‘Learning across the curriculum content’. They then examine one area to determine the specific geographical content that supports this element. Participants use the BOSTES filter content tool to search the online syllabus for one or more of these elements.

**Activity 7**: Participants select a focus area and identify a content description with a variety of learning across the curriculum content icons. They brainstorm and record teaching and learning ideas which support the learning across the curriculum references within this content description. They then focus on a learning across the curriculum content element that aligns with a school priority.

1. In the final **Content** tab, participants view the presentation,‘Geography syllabus content’. They consider the central role of geographical concepts, skills and tools in the continuum of learning.

**Activity 8:** Participants access the [Table of objectives and outcomes — Continuum of learning](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/outcomes-k10/) and follow an example of progress through the knowledge and understandings outcomes from Early Stage 1 through to Stage 5. Using the descriptions of the geographical concepts, they examine how the development of these concepts are tracked through the syllabus outcomes. They record a description of their findings, with reference to the implications for the stage selected.

### Notes

## Inquiry

Indicative time: 45 minutes

### What is this tab about?

In this tab, participants examine the process of geographical inquiry. A diagram is provided to support understanding of this syllabus-defined process. The process is then unpacked with examples and activities. This tab is designed to assist teachers who are new to teaching geography.

### Delivery

1. The **Overview** tab provides a visual representation and description of the steps in a geographical inquiry. Participants view the presentation ‘Geographical inquiry’.
2. The **Acquire (part A)** tab looks at inquiry questions. Participants read the article [‘Defining geography: What is Where, Why There, and Why Care?](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/155012.html) which discusses how to shape geographical questions to begin the inquiry process. A further reading is provided on [‘Framing questions for Inquiry’](http://www.geogspace.edu.au/verve/_resources/3.8.2_3_Framing_questions.pdf#search=framing questions for inquiry).

**Activity 9**: Participants choose a syllabus content dot point around which they can identify or ask geographic questions that could be used to undertake a related geographical inquiry. For this activity to be successful, participants may need to make reference to a case study.

1. The **Acquire (part B)** tab details how to acquire data and information with a focus on primary and secondary data and information and the role of geographical tools in this process.

**Activity 10**: Participants clarify what they mean when using the terms, primary and secondary data and geographical information, and the impact on student understanding. To ensure consistency, participants create a description about the way they use or will use this terminology in their geography lessons.

1. The **Process** tab defines and describes, with some examples, what happens when data and information is processed in a geographical inquiry. A scaffolded example provides support.

**Activity 11**: Participants view a short clip from the 2004 documentary [‘5 Seasons’](http://aso.gov.au/titles/documentaries/5-seasons/clip1/) and list the data and information conveyed in it and the accompanying education notes. They list additional data and information required to respond to ONE of the following inquiry questions: How do seasonal weather patterns affect the way people live? How does the climate of Northern Australia shape its landscape and how is this different to where you live? They determine and record the specific inquiry processes to represent, evaluate, interpret and analyse the information.

1. The **Communicate** tab defines and describes the features of communication, the final step in the process of geographical inquiry. The civic reponse aspect of this step is also highlighted.

## Wrap up

Indicative time: 30 minutes

### What is this tab about?

This tab provides information about how to complete the course for accreditation, including details about the course deliverable.

### Delivery

* The **Deliverable** tab outlines the culminating activity for the course. Participants respond to this deliverable in their Activity booklet.
* The **Summing up** tab directs participants to the Course completion checklist found in their Activity booklet.
  1. Remind everyone that the deliverable has to be signed off by the principal or supervisor via this checklist.
  2. Guide participants to complete the activity, Reflect on your learning activity, in their Activity booklet.
  3. Ask participants to complete the online evaluation forms in My PL@Edu
  4. Ask participants to complete online evaluation forms from the Board of Studies, Teaching and Educational Standards (BOSTES), if applicable, to ensure appropriate accreditation.
* The **Verification**  tab outlines the three steps that the principal or delegate must take so that teachers accredited at Proficient have these hours added to their professional learning log with BOSTES.
* The final **Where to next?** tab provides links to further professional learning opportunities.

### Notes