# Early Stage 1: People live in places

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| Outcomes: | A student:identifies places and develops an understanding of the importance of places to people **GEe-1**communicates geographical information and uses geographical tools **GEe-2** |
| Key inquiry questions | What are places like?What makes a place special?How can we look after the places we live in? |
| Content focus | Students explore the places they live in and belong to. They develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places. Students explore how the location of places can be represented. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools | When |
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| Important places | the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)* identification of places they live in and belong to GS VR
* discussion of why places are special and how people care for them F
* explanation of why people need to take care of places
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| Aboriginal and Torres Strait Islander places | the Countries/Places important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003) * identification of an Aboriginal or Torres Strait Islander site, Country or Place
* discussion of why the site, Country or Place is important
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| Locating places | how the location of places can be represented, for example: (ACHGK001)* location of familiar and local places on maps M ST
* description of the location of places
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# Stage 1: Features of places

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| Outcomes: | A student:* describes features of places and the connections people have with places **GE1-1**
* identifies ways in which people interact with and care for places **GE1-2**
* communicates geographical information and uses geographical tools for inquiry **GE1-3**
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| Key inquiry questions | What are the features of, and activities in, places?How can we care for places?How can spaces within a place be used for different purposes?  |
| Content focus | Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.  |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools | When |
| --- | --- | --- | --- | --- | --- | --- |
| Features of places | features of places and how they can be cared for, for example: (ACHGK005) * description of the natural and human features of places ST VR
* discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait
* consideration of how a place can be cared for eg a park, farm, beach, bushland
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| Weather and seasons | the weather and seasons of places, for example: (ACHGK006)* description of the daily and seasonal weather patterns of a familiar place
* comparison of the daily and seasonal weather patterns of places GS
* examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars VR
* discussion of how weather can affect places and activities eg leisure, farming
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| How places are organised | activities that occur within places, for example: (ACHGK007, ACHGK008)* discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall VR
* examination of why various activities in an area are located where they are eg school, shops M F
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# Stage 1: People and places

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| Outcomes: | A student:* describes features of places and the connections people have with places **GE1-1**
* communicates geographical information and uses geographical tools for inquiry **GE1-3**
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| Key inquiry questions | Where are places located in Australia?How are people connected to places?What factors affect people’s connections to places? |
| Content focus | Students explore places across a range of scales within Australia and Australia’s location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people’s accessibility to places. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools | When |
| --- | --- | --- | --- | --- | --- | --- |
| Australian places | places across a range of scales within Australia, for example: [(](http://achgk010)ACHGK[010)](http://achgk010)* identification that places exist across a range of scales eg personal, local, national M VR
 |  |  |  |  |  |
| Australia’s location | Australia’s location in the world, for example: [(](http://achgk009)ACHGK[009)](http://achgk009)* description of Australia’s location in relation to the world eg continents, oceans M
 |  |  |  |  |  |
| People’s connections to places | people’s connections and access to places, for example: [(](http://achgk013)ACHGK[013)](http://achgk013)* discussion of why people visit other places GS
* identification of factors influencing people’s accessibility to places eg distance M
* examination of how technology has improved people’s access to places
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| Local and global connections | connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: [(](http://achgk011)ACHGK010, ACHGK011, ACHGK012) * discussion of Aboriginal and Torres Strait Islander Peoples’ connections with land, sea and animals of their place
* description of reasons people are connected to places in Australia and/or countries across the world eg birthplace M
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# Stage 2: Places are similar and different

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| Outcomes: | A student:* examines features and characteristics of places and environments GE2-1
* describes the ways people, places and environments interact GE2-2
* examines differing perceptions about the management of places and environments GE2-3
* acquires and communicates geographical information using geographical tools for inquiry GE2-4
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| Key inquiry questions | How and why are places similar and different?What would it be like to live in a neighbouring country?How do people’s perceptions about places influence their views about the protection of places? |
| Content focus | Students examine natural and human features of Australia and the diverse characteristics of Australia’s neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people’s perceptions of places are the basis for actions to protect places and environments. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools | When |
| --- | --- | --- | --- | --- | --- | --- |
| The Australian continent | Australia’s major natural and human features, for example: [(](http://achgk014)ACHGK014, ACHGK015)* description of natural features of Australia eg deserts, rivers, mountains ST VR
* location of Australia’s states, territories and major cities M
* identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples M
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| Australia’s neighbours | Australia’s neighbouring countries and their diverse characteristics, for example: [(](http://achgk016)ACHGK016)* location of Australia’s neighbouring countries M
* examination of the natural and human features of neighbouring countries GS VR
* comparison of the natural and human features of a city in Australia with a city in a neighbouring country
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| Climate of places | the climates of different places, for example: [(](http://achgk017)ACHGK017)* discussion of how weather contributes to climate
* comparison of climates in different places M
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| Similarities and differences between places | the settlement patterns and demographic characteristics of places and the lives of the people who live there, for example: [(](http://achgk019)ACHGK019)* examination of the varying settlement patterns and demographics of places M GS
	+ comparison of the daily life of people from different places VR
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| Perception and protection of places | how the protection of placesis influenced by people’s perception of places, for example: [(](http://achgk018)ACHGK018)* description of how and why people perceive places differently
* discussion of how people’s perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites
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# Stage 2: The Earth’s environment

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| Outcomes: | A student:* examines features and characteristics of places and environments **GE2-1**
* describes the ways people, places and environments interact **GE2-2**
* examines differing perceptions about the management of places and environments **GE2-3**
* acquires and communicates geographical information using geographical tools for inquiry **GE2-4**
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| Key inquiry questions | How does the environment support the lives of people and other living things?How do different views about the environment influence approaches to sustainability?How can people use places and environments more sustainably? |
| Content focus | Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools | When |
| --- | --- | --- | --- | --- | --- | --- |
| Different environments | the natural characteristics of Australia and a country in Asia, for example: [(](http://achgk020)ACHGK020) * comparison of climate, natural vegetation and native animals GS VR
 |  |  |  |  |  |
| Significance of environments | the importance of natural vegetation and natural resources to the environment, animals and people, for example: [(](http://achgk021)ACHGK021, ACHGK022, ACHGK024)* identification of types of natural vegetation eg forests, grasslands, deserts VR
* explanation of the importance of natural vegetation to animals and the functioning of the environment eg provision of habitats, production of oxygen F
* discussion of the importance of natural vegetation and natural resoures to people eg provision of food, medicine, fuel, timbers, fibres, metals F
 |  |  |  |  |  |
| Perception of environments | the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: [(](http://achgk022)ACHGK022[,](http://achgk022) ACHGK023, ACHGK024) * discussion of why people value environments differently eg cultural, agricultural, commercial and recreational values
* description of how custodial responsibility for Country/Place influences Aboriginal and Torres Strait Islander Peoples’ views of the environment
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| Protection of environments | sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example: [(](http://achgk022)ACHGK023, ACHGK024, ACHGK[025)](http://achgk022)* examination of how environments can be used sustainably eg sustainable agricultural, commercial, recreational practices
* discussion of ways waste can be managed sustainably VR
* examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources
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# Stage 3: Factors that shape places

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| Outcomes: | A student:* describes the diverse features and characteristics of places and environments **GE3-1**
* explains interactions and connections between people, places and environments **GE3-2**
* compares and contrasts influences on the management of places and environments **GE3-3**
* acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**
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| Key inquiry questions | How do people and environments influence one another?How do people influence places and the management of spaces within them?How can the impact of bushfires on people and places be reduced? |
| Content focus | Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools | When |
| --- | --- | --- | --- | --- | --- | --- |
| Factors that change environments | the ways people change the natural environment in Australia and another country, for example: [(](http://achgk027)ACHGK026, ACHGK027)* examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country’s environmental characteristics eg land clearing
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| Environments shape places | how the natural environment influences people and places, for example: [(](http://achgk028)ACHGK028)* discussion of how climate influences the distribution of where people live M GS
* comparison of how landforms influence where and how people live in Australia and another country M VR
 |  |  |  |  |  |
| Humans shape places | how people influence places, for example: [(](http://achgk029)ACHGK[029)](http://achgk029)* description of who organises and manages places eg local and state governments
* identification of ways people influence places and contribute to sustainability eg roads and services, building development applications, local sustainability initiatives F ST
* examination of a local planning issue; the different views about it and a possible action in response to it
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| Bushfire hazard | the impact of ONE contemporary bushfire hazard in Australia, for example: [(](http://achgk030)ACHGK030[)](http://achgk030)* identification of the location and extent of the disaster M ST
* description of the impact of the disaster on natural vegetation and the damage caused to communities VR
* examination of how people can prevent and minimise the effects of a bushfire
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# Stage 3: A diverse and connected world

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| Outcomes: | A student:* describes the diverse features and characteristics of places and environments **GE3-1**
* explains interactions and connections between people, places and environments **GE3-2**
* acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**
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| Key inquiry questions | How do places, people and cultures differ across the world?What are Australia’s global connections?How do people’s connections to places affect their perception of them? |
| Content focus | Studentsexplore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world’s people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools | When |
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| Diversity across Asia | the diversity in geographical characteristics within the Asia region, for example: (ACHGK031, ACHGK032)* identification of countries of the Asia region in relation to Australia M
* examination of economic, demographic and social differences between countries of the Asia region eg employment, population, lifestyle GS
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| The world’s cultural diversity | the world’s cultural diversity, including the cultures of indigenous peoples, for example: (ACHGK033)* identification of different cultural groups, including indigenous cultural groups eg Maori, Inuit, Sami, Dayak M VR
* examination of various cultures eg customs, beliefs, social organisation
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| Global connections | connections between Australia and other countries of the world, for example: (ACHGK034, ACHGK035) * description of connections Australia has with other countries eg trade, migration, tourism, aid M GS
* examination of a significant event and its local, regional and global effect on people and places eg sporting or cultural event
 |  |  |  |  |  |
| Connections shape perceptions | how connections influence people’s perceptions and understanding of places, for example: (ACHGK036)* identification of factors that influence people’s perceptions of places eg media, culture, education, travel
* discussion of the effect of generalisations and stereotypes about places
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# Stage 4: Landscapes and landforms

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| 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 heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
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| Landscapes and landforms | different landscapes and the geomorphic processes that create distinctive landforms, for example: [(](http://achgk048)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
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| Value of landscapes and landforms | the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: [(](http://achgk049)ACHGK049* explanation of the aesthetic value of landscapes and landforms to culture and identity
* description of the cultural and spiritual value of landscapes or landforms in different places VR
* identification of how a landscape can have economic value for different people
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| Changing landscapes | the human causes and effects of landscape degradation, for example: [(](http://achgk051)ACHGK051) * identification of the ways people utilise and change landscapes VR
* description of the impact of a range of human activities on landscapes GS VR
* examination of ONE type of landscape degradation including its spatial distribution, causes and impact M F
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| Landscape management and protection | ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: [(](http://achgk052)ACHGK052)* description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing M
* examination of management and protection strategies for ONE landscape F Description: Description: S-ICON-Sustainability
* assessment of the contribution of Aboriginal and Torres Strait Islander Peoples’ knowledge to the use and management of an Australian landscape or landform
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| Geomorphic hazard | ONE contemporary geomorphic hazard including causes, impacts and responses, for example: [(](http://achgk053)ACHGK053) * description of the spatial distribution of the disaster M
* explanation of geomorphic processes causing the disaster and its impacts VR
* examination of the responses of individuals, groups and government to the impact of the disaster

discussion of management strategies to reduce the future impact of similar hazard events including the role of technology in monitoring and predicting geomorphic hazards |  |  |  |  |  |

# Stage 4: Place and liveability

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| Outcomes: | A student:* locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**
* explains how interactions and connections between people, places and environments result in change **GE4-3**
* examines perspectives of people and organisations on a range of geographical issues **GE4-4**
* explains differences in human wellbeing **GE4-6**
* 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-3, GELS-4, GELS-6, GELS-7, GELS-8 |
| Key inquiry questions | Why do people’s perceptions of the liveability of places vary?What effect does environmental quality and access to services have on people’s wellbeing?How can strong community identity and social connectedness enhance the liveability of places?What approaches can be used to improve the liveability of places? |
| Content focus | Students discuss factors that influence people’s perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people’s wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
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| Influences and perceptions | factors influencing perceptions of the liveability of places, for example: [(](http://achgk043)ACHGK043, ACHGK046, ACHGK065)* examination of environmental factors that influence perceptions of liveability eg climate, landforms, natural resources VR
* discussion of human factors that influence perceptions of liveability eg culture, income, employment, crime and safety
* explanation of ways used to measure, assess or rank the liveability of places eg surveys, liveability index GS
* development of personal liveability criteria and application to a local place
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| Access to services and facilities | the influence of accessibility to services and facilities on the liveability of places, for example: [(](http://achgk044)ACHGK044)* identification of services and facilities considered important to people’s wellbeing F ST
* examination of variations in access to services and facilities between urban, rural and remote places GS
* explanation of how limited access to services and facilities affects the liveability of ONE place for different groups of people eg young people, people with disabilities, the aged, rural and remote communities
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| Environmental quality | the impact of environmental quality on the liveability of places, for example: [(](http://achgk045)ACHGK045) * discussion of factors that reduce environmental quality eg natural hazards, conflict, population pressures, land degradation
* comparison of the impact of environmental quality on the liveability of places across a range of scales eg local neighbourhoods, large cities, countries F VR
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| Community | the influence of socialconnectedness and community identity on the liveability of places, for example: [(](http://achgk046)ACHGK046) * identification of the characteristics of places that influence community identity eg culture, environment, public events, religious beliefs
* discussion of factors that enhance social connectedness eg transport, technology, open spaces, meeting places, employment ST
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| Enhancing liveability | strategies used to enhance the liveability of places using examples from different countries, for example: [(](http://achgk047)ACHGK047) * identification of the characteristics of places considered highly liveable VR
* examination of a range of strategies used to enhance liveability
* assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability
* proposal of strategies to improve the liveability of a place in Australia
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# Stage 4: Water in the world

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| 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**
* explains how interactions and connections between people, places and environments result in change **GE4-3**
* 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-3, GELS-5, GELS-7, GELS-8 |
| Key inquiry questions | Why does the spatial distribution of water resources vary globally and within countries?How do natural and human processes influence the distribution and availability of water as a resource?What effect does the uneven distribution of water resources have on people, places and environments?What approaches can be used to sustainably manage water resources and reduce water scarcity? |
| Content focus | Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people’s perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.  |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
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| Water resources | the characteristics and spatial distribution of global water resources, for example: (ACHGK037)* classification of water resources
* identification of different forms of water used as resources VR
* examination of spatial distribution patterns of water resources M ST
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| The water cycle | how the operation of the water cycle connects people and places, for example: (ACHGK038)* identification of water cycle processes VR
* explanation of water flows within a catchment area M ST
* examination of factors influencing water flows and the availability of water resources in different places eg latitude, altitude, topography, location, climate change M VR
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| Australia’s water resources | the quantity and variability of water resources in Australia and other places, for example: (ACHGK039)* analysis of spatial variations in Australia’s water resources eg groundwater, rivers M GS
* explanation of variations in freshwater water availability across Australia eg precipitation, groundwater, runoff VR
* assessment of variations in freshwater water availability between continents M GS
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| Water scarcity and water management | the nature of water scarcity and ways of overcoming it, for example: (ACHGK040)* description of the nature, extent and causes of water scarcity in different countries M GS
* assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management
* proposal of individual actions contributing to water management
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| The value of water | the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example: (ACHGK041) * description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses VR
* discussion of variations in people’s perceptions about the value of water eg economic versus aesthetic
* comparison of the importance of water to ONE Aboriginal and Torres Strait Islander community and/or ONE Asian community
 |  |  |  |  |  |
| Natural hazard | ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses, for example: (ACHGK042)* explanation of the spatial distribution, cause and impact of the disaster M VR
* examination of responses by individuals, groups and government to the impact of the disaster
* prediction of the impact of climate change on the occurrence, frequency and extent of this type of hazard M ST
* discussion of management strategies to reduce the future impact of similar hazard events
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# Stage 4: Interconnections

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| Outcomes: | A student:* describes processes and influences that form and transform places and environments **GE4-2**
* explains how interactions and connections between people, places and environments result in change **GE4-3**
* 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-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8  |
| Key inquiry questions | How are people and places connected to other places?What role does technology play in connecting people to people, goods, services and information in other places?What are the consequences of a globally connected world for people and places?Why are interconnections important for the future of places and environments? |
| Content focus | Students focus on the connections people have to places across a range of scales. They examine what shapes people’s perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
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| Personal connections | the influences on and effects of, people’s travel and recreational, cultural or leisure connections with different places for the future, for example: [(](http://achgk065)ACHGK065, ACHGK069) * analysis of patterns and trends in people’s travel, recreational, cultural and/or leisure activities GS
* examination of the impact of people’s travel, recreational, cultural and/or leisure activities on the future of places VR
* explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability M
 |  |  |  |  |  |
| Technology | the way transportation and information and communication technologies are used to connect people to services, information and people in other places, for example: [(](http://achgk066)ACHGK066) * explanation of how transport technologies connect people to places M ST
* examination of how information and communication technologies increases people’s connections to services, information and people in other places
* assessment of the impact of increasing global connectivity on people and places
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| Trade | the ways places and people are interconnected through trade in goods and services across a range of scales, for example: [(](http://achgk067)ACHGK067)* identification of trade connections in Australia eg local farmers markets, inter-state business
* examination of a country’s trade links with other countries eg major trade partners, sources of raw materials M GS
* analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes M ST
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| Production and consumption | the effects of the production and consumption of goods on people, places and environments throughout the world, for example: [(](http://achgk068)ACHGK068)* examination of environmental, social and economic impacts of production and consumption of consumer goods GS
* assessment of the effect of production or consumption of goods on ONE place or environment VR
* explanation of responses by governments, groups and individuals to minimise the effects of production and consumption
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# Stage 5: Sustainable biomes

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| Outcomes: | A student:* explains the diverse features and characteristics of a range of places and environments **GE5-1**
* explains processes and influences that form and transform places and environments **GE5-2**
* analyses the effect of interactions and connections between people, places and environments **GE5-3**
* assesses management strategies for places and environments for their sustainability **GE5-5**
* acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
* communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

**Related Life Skills outcomes:** GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 |
| Key inquiry questions | What are the main characteristics that differentiate the world’s biomes? How do people use and alter biomes for food production?Can the world’s biomes sustainably feed the world’s population? What strategies can be used to increase global food security?  |
| Content focus | Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world’s climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
| --- | --- | --- | --- | --- | --- | --- |
| Biomes | the distribution and physical characteristics of biomes, for example: [(](http://achgk060)ACHGK060) * examination of the spatial distribution of biomes M ST
* identification of biomes used to produce food, industrial materials and fibres VR
* explanation of the impact of the climate, soils and vegetation of a biome on its productivity GS VR
 |  |  |  |  |  |
| Changing biomes | the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations, for example: [(](http://achgk061)ACHGK061) * examination of human alterations to the physical characteristics of biomes eg vegetation removal, agriculture, land terracing, irrigation, mining VR
* assessment of environmental impacts of human alterations to biomes eg habitat and biodiversity loss, water pollution, salinity GS ST
* discussion of successful sustainability strategies that minimise environmental impacts
 |  |  |  |  |  |
| Biomes produce food | environmental, economic and technological factors that influence agricultural yields in Australia and across the world, for example: [(](http://achgk062)ACHGK062) * examination of how environmental factors influence agricultural yields eg temperature, water availability, soil, topography F
* discussion of economic factors affecting agricultural yields eg global trade, commercialisation of agriculture GS
* explanation of how technology is used to increase agricultural yields eg innovations and advancements in farming practices VR
 |  |  |  |  |  |
| Challenges to food production | environmental challenges to food production for Australia and other areas of the world, for example: [(](http://achgk063)ACHGK063)* description of the impact of water scarcity and pollution on food production VR
* discussion of the impact of land degradation and competing land uses on food production eg urban expansion, biofuel production F ST
* assessment of the extent to which climate change can affect the capacity of countries to increase food production GS
 |  |  |  |  |  |
| Food security | the capacity of the world’s biomes to achieve sustainable food security for Australia and the world, for example: [(](http://achgk064)ACHGK064)* assessment of the capacity of biomes to produce food into the future
* analysis of population projections to predict future demand for food M GS
* examination of sustainable practices used to achieve food security VR
* discussion of the potential for Australia to contribute to global food security
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# Stage 5: Changing places

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| Outcomes: | A student:* explains processes and influences that form and transform places and environments **GE5-2**
* analyses the effect of interactions and connections between people, places and environments **GE5-3**
* assesses management strategies for places and environments for their sustainability **GE5-5**
* acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
* communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

**Related Life Skills outcomes:** GELS-2, GELS-3, GELS-5, GELS-7, GELS-8  |
| Key inquiry questions | Why has the world become more urbanised? How does migration impact on the concentration of people into urban places?How does urbanisation change environments and places?What strategies are used to manage environmental change in urban places to enhance sustainability?  |
| Content focus | Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
| --- | --- | --- | --- | --- | --- | --- |
| Causes and consequences of [urbanisation](http://urbanisation) | the causes and consequences of urbanisation with reference to ONE Asian country, for example: [(](http://achgk054)ACHGK054)* identification of spatial distribution patterns M GS
* description of the causes of urbanisation
* examination of economic, social or environmental consequences of urbanisation VR
 |  |  |  |  |  |
| Urbansettlement patterns | differences in urban settlement patterns between Australia and another country, for example: [(](http://achgk055)ACHGK055)* examination of urban settlements to determine patterns of concentration GS ST
* explanation of factors influencing urban concentration eg climate and topography, transportation networks, land use or perceptions of liveability F VR
* assessment of the consequences of urban concentrations on the characteristics, liveability and sustainability of places
 |  |  |  |  |  |
| [Internal migration](http://migration) | reasons for and effects of internal migration in Australia and another country, for example: [(](http://achgk056)ACHGK056, ACHGK057) * analysis of trends in temporary and permanent internal migration GS
* discussion of economic, social or environmental consequences of internal migration on places of origin and destination
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| International migration | investigate the reasons for and effects of international migration to Australia, for example: [(](http://achgk058)ACHGK058)* analysis of international migration patterns M GS
* explanation of where and why international migrants settle within Australia M
* examination of characteristics and spatial patterns of Australia’s cultural diversity F VR
 |  |  |  |  |  |
| Australia’s urban future | the management and planning of Australia’s urban future, for example: [(](http://achgk059)ACHGK059)* description of Australia’s projected population growth GS
* discussion of the implication of population forecasts for the future growth and sustainability of urban places
* explanation of strategies used to create economically, socially and environmentally sustainable urban places
* proposal of ways for individuals and communities to contribute to a sustainable urban future
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# Stage 5: Environmental change and management

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| Outcomes: | A student:* explains processes and influences that form and transform places and environments **GE5-2**
* analyses the effect of interactions and connections between people, places and environments **GE5-3**
* accounts for perspectives of people and organisations on a range of geographical issues **GE5-4**
* assesses management strategies for places and environments for their sustainability **GE5-5**
* acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
* communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

**Related Life Skills outcomes:** GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8  |
| Key inquiry questions | How do environments function?How do people’s worldviews affect their attitudes to and use of environments?What are the causes and consequences of change in environments and how can this change be managed?Why is an understanding of environmental processes and interconnections essential for sustainable management of environments? |
| Content focus | Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
| --- | --- | --- | --- | --- | --- | --- |
| Environments | the role and importance of natural environments, for example:* identification of the function of natural environments in supporting life eg maintaining biodiversity F VR
 |  |  |  |  |  |
| Environmental change | human-induced environmental changes across a range of scales, for example: (ACHGK070) * brief examination of types, and extent, of environmental change F VR
 |  |  |  |  |  |
| Environmental management | environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander Peoples, for example: [(](http://achgk071)ACHGK071, ACHGK072)* discussion of varying environmental management approaches and perspectives
 |  |  |  |  |  |
| Investigative study | Select ONE type of environment in Australia as the context for a comparative study with at least ONE other country. Students investigate:the biophysical processes essential to the functioning of the selected environment* explanation of how the biophysical processes operating in the environment maintain its functioning F

the causes, extent and consequences of the environmental [change](http://change) [(](http://achgk073)ACHGK073)* examination of the causes and extent of change to the environment in each country M GS
* analysis of the short and long-term consequences of the environmental change in each country

the management of the environmental change, for example: [(](http://achgk074)ACHGK074, ACHGK075)* discussion of the factors influencing the management responses in each country eg worldviews, competing demands, technology, climate change
* comparison and evaluation of the effectiveness of the management responses in achieving environmental sustainability
* proposal of how individuals could contribute to achieving environmental sustainability for the environment in each country
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# Stage 5: Human wellbeing

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| Outcomes: | A student:* explains the diverse features and characteristics of a range of places and environments **GE5-1**
* explains processes and influences that form and transform places and environments **GE5-2**
* analyses differences in human wellbeing and ways to improve human wellbeing **GE5-6**
* acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7**
* communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

**Related Life Skills outcomes:** GELS-1, GELS-2, GELS-6, GELS-7, GELS-8 |
| Key inquiry questions | What makes human wellbeing a geographical issue?How can the spatial variations in human wellbeing and development be measured and explained? What are the economic, social and environmental impacts of variations in development and human wellbeing? How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future? |
| Content focus | Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined. |

| Content heading | Students investigate: | Case study | Inquiry question(s) | Learning experiences | Tools / Skills / Concepts | When |
| --- | --- | --- | --- | --- | --- | --- |
| Human wellbeing and development | ways of measuring and mapping human wellbeing and development, for example: (ACHGK076)* examination of global indicators and benchmarks for human wellbeing GS
* description of ways of measuring and mapping human wellbeing and development for the purpose of identifying and analysing spatial variations
* analysis of contemporary trends in human wellbeing and development GS
 |  |  |  |  |  |
| Spatial variations in human wellbeing | causes, issues and consequences of spatial variations in human wellbeing, for example: (ACHGK077, ACHGK078, ACHGK079)* description of spatial variations in human wellbeing and development between and within countries using selected indicators M GS
* examination of reasons for and consequences of spatial variations in human wellbeing and development VR
* discussion of issues affecting the development of places and their impact on [human wellbeing](http://wellbeing) in ONE country or region ST
 |  |  |  |  |  |
| Human wellbeing in Australia | the reasons for and consequences of spatial variations in human wellbeing in Australia, for example: (ACHGK080)* identification of differences in human wellbeing in Australia using a range of indicators GS
* examination of reasons for and consequences of differences in human wellbeing for TWO groups of people in Australia eg cultural groups, unemployed, the aged, young people, people with disabilities VR
* analysis of how human wellbeing is influenced by where people live in Australia M
 |  |  |  |  |  |
| Improving human wellbeing | initiatives to improve human wellbeing in Australia and other countries, for example: (ACHGK081) * evaluation of initiatives by governments and non-government organisations to reduce spatial variations in human wellbeing
* discussion of the role individuals play in improving human wellbeing
* proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia
 |  |  |  |  |  |