

St Philip Neri Catholic School

Geography Policy

1. INTRODUCTION

St. Philip Neri Catholic School, Northbridge is part of the Diocese of Broken Bay and caters for boys and girls from Kindergarten to Year 6. Our school is mandated to follow the Geography Syllabus of the NSW Board of Studies. The Geography Syllabus has been developed around the identification of essential knowledge, understanding, skills, values and attitudes.

OBJECTIVES

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments.

SKILLS

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

VALUES AND ATTITUDES

Students will value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

2. PURPOSE/ RATIONALE

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

3. AIM

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

4. GEOGRAPHICAL INQUIRY SKILLS

Geographical inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, interpretation and analysis of information to the development of conclusions and proposals for actions. Students will apply their geographical skills and use geographical tools during an inquiry process to acquire, process and communicate geographical information and form proposals and, where appropriate, act upon them. Inquiries may vary in scale and geographical context. Fieldwork provides opportunities for students to be involved in an active inquiry outside the classroom.

It is not intended that students would always undertake a complete inquiry process. For example teachers could provide students with data to represent or analyse rather than have students acquire or collect the information themselves. Throughout the years of schooling, inquiry will progressively move from more teacher-centred to more student-centred as students develop skills and gain experience with inquiry processes.

The stages of a complete inquiry are:

Acquiring geographical information

- identify an issue or problem
- develop geographical questions to investigate the issue or problem
- collect primary geographical data
- gather geographical information from secondary sources
- record information

Processing geographical information

- evaluate data and information for reliability and bias
- represent data and information in appropriate forms
- interpret data and information gathered
- analyse findings and results
- draw conclusions

Communicating geographical information

- communicate the results using a variety of strategies appropriate to the subject matter, purpose and audience
- reflect on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry
- propose actions and predict outcomes
- where appropriate, take action.

5. GEOGRAPHICAL CONCEPTS

The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are integral to the development of geographical understanding. They are ideas that can be applied across the subject to identify a question or guide an investigation. They are the key ideas involved in teaching students to think geographically.

The K–10 Geographical Concepts Continuum provides an overview of when each concept is introduced to students and examples of how students' understanding of concepts may be developed across their Stages of learning.

PLACE

The concept of place is about the significance of places and what they are like.

An understanding of the concept of place may be developed in the following ways:

- Places are parts of the Earth's surface that are identified and given meaning by people. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, for example, landforms and people, while others are intangible, for example, scenic quality and culture.
- Places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. Where people live can influence their wellbeing and opportunities.
- The environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods.
- The human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales.
- The places in which we live are created, changed and managed by people.
- Each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places.
- The sustainability of places may be threatened by a range of factors, for example, natural hazards; climate change; economic, social and technological change; government decisions; conflict; exhaustion of a resource and environmental degradation.

SPACE

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.

An understanding of the concept of space may be developed in the following ways:

- The environmental and human characteristics of places are influenced by their location, but the effects of location and distance from other places on people are being reduced, though unequally, by improvements in transport and communication technologies.

- The individual characteristics of places form spatial distributions, and the analysis of these distributions contributes to geographical understanding. The distributions also have environmental, economic, social and political consequences.
- Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes.

ENVIRONMENT

The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment.

An understanding of the concept of environment may be developed in the following ways:

- The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes.
- The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation.
- Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.
- Management of human-induced environmental change requires an understanding of the causes and consequences of change, and involves the application of geographical concepts and techniques to identify appropriate strategies.
- Each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors, and can be managed but not eliminated by prevention, mitigation and preparedness.

INTERCONNECTION

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation.

An understanding of the concept of interconnection may be developed in the following ways:

- People and organisations in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
- Environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places. They can sometimes be organised as systems involving networks of interconnections through flows of matter, energy, information and actions.

SCALE

The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

An understanding of the concept of scale may be developed in the following ways:

- Generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale.
- Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of local vegetation removal on global climate.

SUSTAINABILITY

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.

An understanding of the concept of sustainability may be developed in the following ways:

- Sustainability is both a goal and a way of thinking about how to progress towards that goal.
- Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).
- An understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function; the human actions that have initiated these processes; and the attitudinal, demographic, social, economic and political causes of these human actions.
- There are a variety of contested views on how progress towards sustainability should be achieved and these are often informed by worldviews such as stewardship.

CHANGE

The concept of change is about explaining geographical phenomena by investigating how they have developed over time.

An understanding of the concept of change may be developed in the following ways:

- Environmental change can occur over both short and long-term time frames, and both time scales have interrelationships with human activities.
- Environmental, economic, social and technological change is spatially uneven, and affects places differently.
- An understanding of the current 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.

6. LIFE SKILLS

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and Stage 5 objectives of the *Geography K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Geography Years 7–10 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

6. PROGRAMS

Teaching and learning are a record of planned learning experiences. The programs at St. Philip Neri:

- reflect the needs, interests and abilities of students
- are based on syllabus outcomes and include a variety of teaching, learning and assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- may include adjustments for students with special education needs
- can reflect school and sector priorities, values and initiatives
- are a record of how syllabus requirements are met.

When programming teachers at St. Philip Neri need to:

- Plan for effective learning and assessment
- Design effective learning and assessment
- Differentiate programming to accommodate the diversity of learners in the classroom
- Have clear learning and assessment intentions
- Integrate ICT capability
- Ensure that all perspectives are highlighted throughout the year
- Monitor learning using the
- Considers the continuum of Learning when planning

7. ASSESSMENT

STANDARDS

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

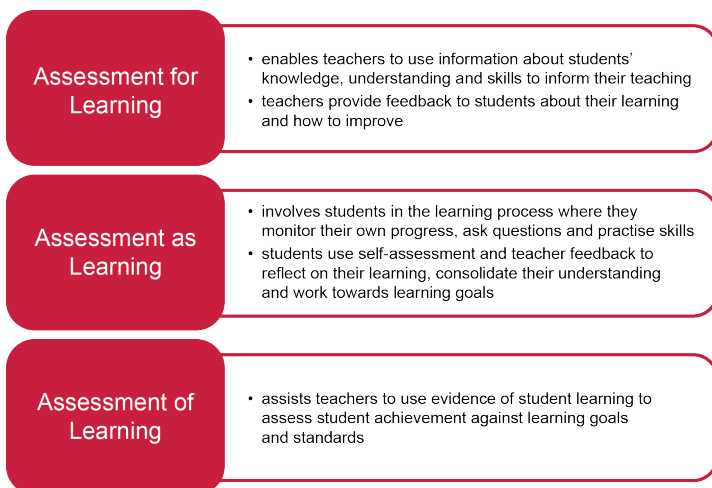
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

Syllabus outcomes in Geography contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

ASSESSMENT

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The BOSTES Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice in relation to the Geography syllabus is contained on the BOSTES website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Geography
- Special education needs
- Life Skills Years 7–10.

REPORTING

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of *Assessment for Learning* into their *Assessment of Learning*. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in Geography provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match

each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

8. BELIEFS ABOUT TEACHING AND LEARNING IN GEOGRAPHY

Belief 1

We believe all students have the capacity and the right to learn and the need to experience successful learning.

Therefore

Whole school programs need to be continually monitored and evaluated to ensure that the children have experience of quality programs and successful learning.

Belief 2

We believe students are individuals who learn at different rates, with different strengths and with a variety of preferred learning styles.

Therefore

Class programs need to be based upon authentic assessment and knowledge of individual learning needs.

Belief 3

Learning is life long, continuous, developmental and holistic; students need to learn how to learn and to actively evaluate their learning.

Therefore

Proficiency in History is best developed when skills and content are taught in a systematic, developmental, enquiry based, problem solving and holistic way.

Belief 4

Teaching and learning need to take place in a context of high expectations and in a positive, supportive environment.

Therefore

The teacher needs to provide structures, scaffolds and challenging learning contexts where adequate and appropriate resources are provided and sufficient, dedicated time is allocated to the teaching and learning of History

Belief 5

Effective learning occurs when students are engaged in learning contexts that are collaborative and draw upon prior experiences, knowledge, understandings and skills.

Therefore

Learning in History is best when it occurs within a collaborative environment that structures group work and allows for the supportive and critical mutual sharing of experiences, skills and ideas.

Belief 6 Teaching and learning is informed by explicit assessment and feedback, which in turn will inform future learning pathways.

Therefore

Teaching programs are based on authentic assessment and evaluation

9. RELIGIOUS DIMENSION

Our Catholic tradition is embedded within our culture and is in dialogue with cultures other than our own. As Catholic disciples we are called to evangelise and build the kingdom of God. Discipleship is inclusive of all who accept the call. This Geography policy acknowledges the importance of children developing positive values and attitudes, knowledge and understanding and skills in regard to cultural diversity, the care of the environment, a sense of our history and shared identity and the structures and institutions of our nation. To do this, students need to be able to make informed decisions and become active participants in society and also be able to draw upon the tradition and beliefs of our faith. This is truly human as God intended us to be.

10. OUTCOMES

Outcomes are statements of the specific learning and are explicitly stated by the syllabus. All Geography teaching programs at St. Philip Neri Catholic Primary School use outcomes from the NSW Board of Studies syllabus.

Outcomes for Students:

10.1 Develop values and attitudes, skills and knowledge as articulated in the NSW Board of Studies Geography syllabus.

In doing, so they will:

- Investigate environments and communities across local to global scales
- develop an understanding of being informed, responsible and active citizens
- undertake inquiry-based learning to explore and understand the world
- learn about contemporary geographical concepts such as place and sustainability
- focus on geographical skills and tools, for example maps and spatial technologies
- participate in fieldwork through geographical inquiry

10.2 Individually progress through the stages as defined in the NSW Board of Studies syllabus through participation in class programs.

Outcomes for Teachers:

10.3 Develop Geography programs based on this policy and the NSW Board of Studies Geography syllabus which reflect the individual needs of students.

10.4 Inform students and parents on individual progress and achievement in Geography.

10.5 Identify and plan for students with special needs in Geography.

10.6 Continue professional development in Geography.

Outcomes for Parents:

10.7 Value Geography learning at home and support their child's learning

10.8 Demonstrate a supportive approach to Geography learning

10.9 Increase understandings about class programs, school policies and Geography development.

LEARNING ACROSS THE CURRICULUM S

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *Geography K–10 Syllabus*.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

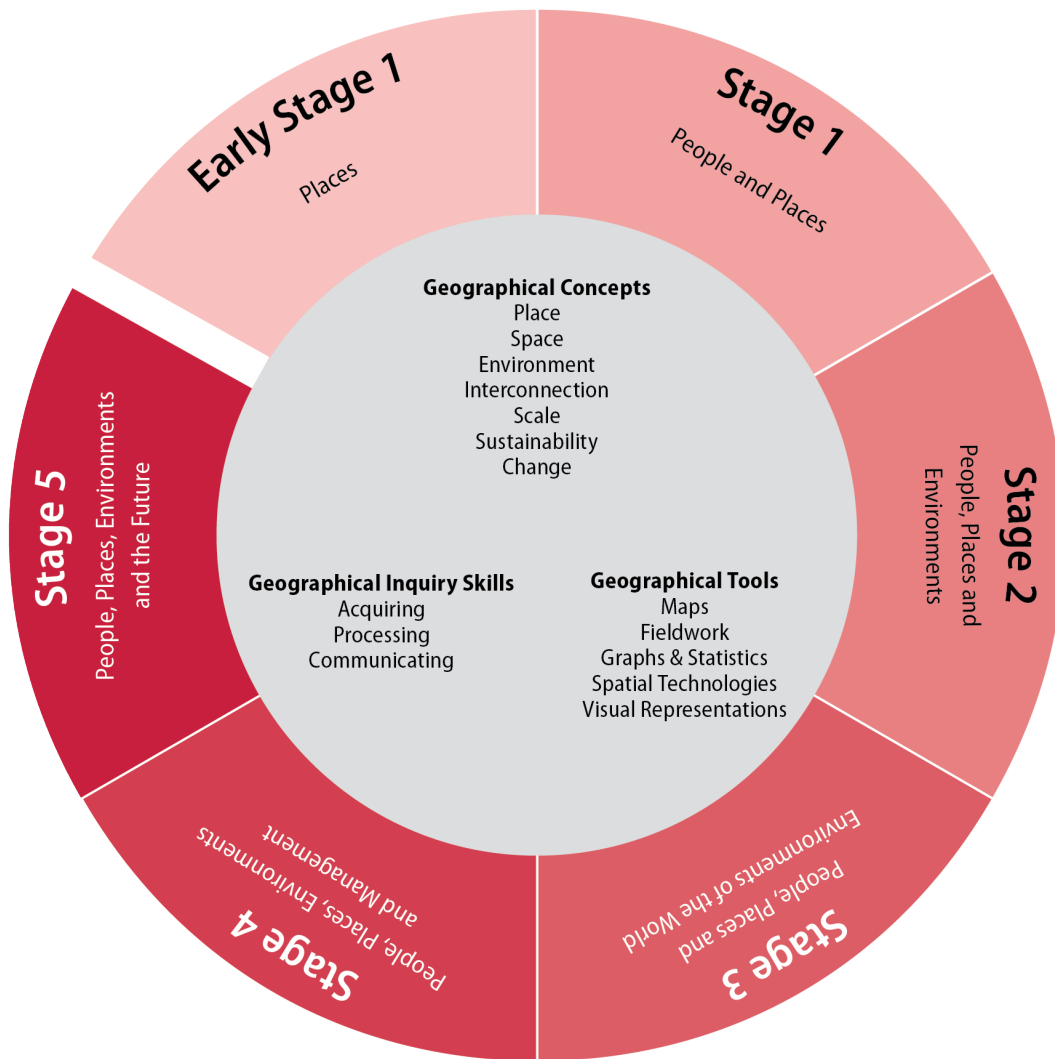
General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding 🏛️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

ORGANISATION OF CONTENT

For Kindergarten to Year 6 at St. Philip Neri Catholic School, the Geography educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. The diagram below indicates how the content of the Geography Curriculum is organised across the stages of learning.



<p>Early Stage 1 People Live in Places</p>	<p>Stage 1</p>	<p>Stage 2</p> <ul style="list-style-type: none"> • Places are Similar and Different • The Earth's Environment 	<p>Stage 3</p> <ul style="list-style-type: none"> • Factors that Shape Places • A Diverse and Connected World
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ICT Capability in Geography

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities. Competence in ICT is most evident in geographical skills associated with

- locating,
- processing
- communicating geographical information.

When planning, teachers may consider the application of a range of ICT tools and resources to support teaching, learning and assessment in Geography. This includes the use of information technologies to access a growing range of digitised online materials such as:

- multimedia creation tools, including cameras, microphones and audio editing programs
- programming tools
- game-based learning and game development opportunities
- online collaboration tools, including blogs and wikis
- web 2.0 and web 3.0 tools
- GPS, geo-tagging, geographic information systems
- simulations
- electronic portfolios
- productivity tools, including word processing, databases, spreadsheets, graphic editing
- interactive manipulatives, such as interactive geometry applications
- contextualised learning experiences, including robotics, 3D modelling, virtual learning environments (including field trips), web quests.

The following Stage Statements are indicative of the information needs of children in each stage as described by the NSW Board of Studies Syllabus. These statements are suggestive of how ICLT ought to be integrated into the Geography classroom.

STAGE STATEMENTS

EARLY STAGE 1

By the end of Early Stage 1, students identify familiar places and recognise why some places are special or important to people and how they care for them. They recognise that places can be represented on maps.

Students acquire information by observing, talking to others and viewing, reading and/or listening to texts. They use geographical tools and communicate geographical information in a range of forms. Students reflect on their learning from the findings of their inquiry.

STAGE 1

By the end of Stage 1, students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of communication forms using simple geographical terms. They reflect on their learning and suggest actions in response to the findings of their inquiry.

STAGE 2

By the end of Stage 2, students examine the characteristics of places in different locations from the local to the national scale. They describe interconnections between people and the environment. They identify simple patterns in the distribution of the features of places. Students recognise the importance of the environment and examine how different perceptions influence people's responses to a geographical challenge.

Students develop geographical questions to investigate and collect and record relevant data and information to answer these questions. They represent data by constructing tables and graphs and maps featuring cartographic conventions. They read maps to determine location, direction and distance. Students interpret data and draw conclusions. They present findings using geographical terminology in a range of communication forms. They reflect on their learning and propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

STAGE 3

By the end of Stage 3, students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action in response to a geographical challenge and describe the expected effects of their proposal.

Scope and Sequence

Appendix 5

Stage	TERM 1- History	TERM 2- Geography	TERM 3- History	TERM 4- Geography
Early Stage 1	<p>Personal and Family History Outcomes: HTe-1- Communicates stories of their own family heritage and the heritage of others HTe-2- Demonstrates developing skills of historical inquiry and communication</p> <p>Key inquiry questions:</p> <p><i>What is my history and how do I know?</i></p> <p><i>What stories do other people tell about the past?</i></p> <p>Historical Content Focus:</p> <p><i>Who the people in their family are, where they were born and raised and how they are related to each other?</i></p> <p><i>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums?</i></p>	<p>People live in Places Outcomes: GEE-1- Identifies places and develops an understanding of the importance of places to people GEE-2- Communicates geographical information and uses geographical tools</p> <p>Key Inquiry Questions</p> <p><i>What are places like?</i> <i>What makes a place special?</i> <i>How can we look after the places we live in?</i></p> <p>Geographical Content Focus:</p> <p>Important places: <i>investigate the importance of places they live in and belong to</i></p> <p>Locating places: <i>investigate how the location of places can be represented</i></p>	<p>Personal and Family History Outcomes: HTe-1-Communicates stories of their own family heritage and the heritage of others HTe-2- Demonstrates developing skills of historical inquiry and communication</p> <p>Key inquiry questions:</p> <p><i>What stories do other people tell about the past?</i> <i>How can stories of the past be told and shared?</i></p> <p>Historical Content Focus:</p> <p><i>The different structures of families and family groups today, and what they have in common</i></p> <p><i>How they, their family and friends commemorate past events that are important to them</i></p>	<p>People live in Places Outcomes: GEE-1- Identifies places and develops an understanding of the importance of places to people GEE-2- Communicates geographical information and uses geographical tools</p> <p>Key Inquiry Questions</p> <p><i>How do places provide for the needs of people?</i> <i>How can we look after the places we live in?</i></p> <p>Geographical Content Focus:</p> <p>Aboriginal and Torres Strait Islander places: <i>investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples</i></p> <p>Locating Places: <i>investigate how the location of places can be represented</i></p>

<p>Stage 1</p> <p>Year 1</p>	<p><u>Present Past and Family Life</u></p> <p><u>Outcomes:</u> HT1-1- Communicates an understanding of change and continuity in family life using appropriate historical terms HT1-4- Demonstrates skills of historical inquiry and communication</p> <p><u>Inquiry Questions</u> <i>How has family life changed or remained the same over time?</i> <i>How do we describe the sequence of time?</i></p> <p><u>Historical Content Focus</u></p> <p><i>Differences in family structures and roles today, and how these have changed or remained the same over time</i></p> <p><i>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</i></p>	<p><u>Features of Places</u> GE1-1- Describes features of places and the connections people have with places GE1-2- Identifies ways in which people interact with and care for places GE1-3- Communicates geographical information and uses geographical tools for inquiry</p> <p><u>Inquiry Questions</u> <i>What are the features of, and activities in, places?</i> <i>How can we care for places?</i></p> <p><u>Geographical Content Focus</u></p> <p><u>Features of Places:</u> <i>investigate features of places and how they can be cared for</i></p>	<p><u>Present and Past family life</u> HT1-1- Communicates an understanding of change and continuity in family life using appropriate historical terms HT1-4- Demonstrates skills of historical inquiry and communication</p> <p><u>Inquiry Questions:</u> <i>*How can we show that the present is different from or similar to the past?</i> <i>*How do we describe the sequence of time?</i></p> <p><u>Historical Content Focus</u> <i>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.</i></p> <p><i>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</i></p>	<p><u>Features of Places</u> GE1-1- Describes features of places and the connections people have with places GE1-2- Identifies ways in which people interact with and care for places GE1-3- Communicates geographical information and uses geographical tools for inquiry</p> <p><u>Inquiry Questions</u> <i>How can spaces within a place be used for different purposes?</i></p> <p><u>Geographical Content Focus</u></p> <p><u>Weather and Seasons:</u> <i>investigate the weather and seasons of places</i> How places are organised: <i>investigate activities that occur within places</i></p>
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<p>Stage 1</p> <p>Year 2</p>	<p>History <u>The Past in the Present</u> Outcomes <i>HT1-2-identifies and describes significant people, events, places and sites in the local community over time</i> <i>HT1-4-demonstrates skills of historical inquiry and communication</i> <u>Inquiry Questions:</u> <i>What aspects of the past can you see today?</i> <i>What do they tell us?</i> <u>Historical Content Focus</u> <i>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.</i></p>	<p>Geography <u>People and Places</u> Outcomes <i>GE1-1- describes features of places and the connections people have with places</i> <i>GE1-3- communicates geographical information and uses geographical tools for inquiry</i> <u>Inquiry Questions</u> <i>Where are places located in Australia?</i> <i>How are people connected to places?</i> <u>Geographical Content Focus Australian places:</u> investigate places across a range of scales within Australia <u>Australia's location:</u> investigate Australia's location in the world</p>	<p>History <u>The Past in the Present</u> Outcomes <i>HT1-3-describes the effects of changing technology on people's lives over time</i> <i>HT1-2-identifies and describes significant people, events, places and sites in the local community over time</i> <i>HT1-4-demonstrates skills of historical inquiry and communication</i> <u>Inquiry Questions</u> <i>What remains of the past are important to the local community? Why?</i> <i>How have changes in technology shaped our daily life?</i> <u>Historical Content Focus</u> <i>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial</i> <i>The impact of changing technology on people's lives</i></p>	<p>Geography <u>People and Places</u> Outcomes <i>GE1-1- describes features of places and the connections people have with places</i> <i>GE1-3- communicates geographical information and uses geographical tools for inquiry</i> <u>Inquiry Questions</u> <i>What factors affect people's connections to places?</i> <u>Geographical Content Focus</u> <u>People's connections to places:</u> investigate people's connections and access to places <u>Local and global connections:</u> investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places</p>
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<p>Stage 2</p> <p>Year 3</p>	<p>.History Community and Remembrance Outcomes <i>HT2-1-Identifies celebrations and commemorations of significance in Australia and the world</i> <i>HT2-2-Describes and explains how significant individuals, groups and events contributed to changes in the local community over time</i> <i>HT2-5-Applies skills of historical inquiry and communication</i></p> <p><i>Inquiry questions:</i> <i>How and why do people choose to remember significant events of the past?</i></p> <p><u>Historical Content Focus</u> <i>The role that people of diverse backgrounds have played in the development and character of the local community</i> <i>Days and weeks celebrated or commemorated in Australia</i> <i>Celebrations and commemorations in other places around the world</i></p>	<p>Geography Places are Different and Similar GE2-1- examines features and characteristics of places and environments GE2-2- describes the ways people, places and environments interact GE2-3- examines differing perceptions about the management of places and environments.</p> <p><i>Inquiry Questions</i> <i>How and why are places similar and different?</i> <i>How are Australian Environments unique?</i></p> <p><u>Geographical Content Focus</u> <i>The Australian continent</i> <i>-investigate Australia's major natural and human features</i> <i>Australia's Neighbours:</i> <i>investigate Australia's neighbouring countries and their diverse characteristics</i> <i>Perception and protection of places:</i> <i>investigate how the protection of places is influenced by people's perception of places</i></p>	<p>History Community and Remembrance Outcomes <i>HT2-1-Identifies celebrations and commemorations of significance in Australia and the world</i> <i>HT2-2-Describes and explains how significant individuals, groups and events contributed to changes in the local community over time</i> <i>HT2-5-Applies skills of historical inquiry and communication</i></p> <p><i>Inquiry Questions:</i> Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? <i>How and Why has our Community changed?</i></p> <p><u>Historical Content Focus</u> <i>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area</i> <i>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory</i></p>	<p>Geography Places are Different and Similar GE2-1- examines features and characteristics of places and environments GE2-4- acquires and communicates geographical information using geographical tools for inquiry</p> <p><i>Inquiry Questions</i> 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? <i>How and why do people form communities?</i></p> <p><u>Geographical Content Focus</u> <i>Climates of Places:</i> <i>investigate the climates of different places</i> <i>Similarities and Differences Between Places:</i> <i>investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there.</i> <i>Perception and protection of places:</i> <i>investigate how the protection of places is influenced by people's perception of places</i></p>
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<p>Stage 2 Year 4</p>	<p><u>First Contacts</u> <u>Outcomes</u> HT2-2: describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-3: describes people, events and actions related to world exploration and its effects HT2-5: applies skills of historical inquiry and communication <u>Inquiry Questions</u> Why did the great journeys of exploration occur? How did an Australian colony develop over time and why? What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans? <u>Historical Content Focus</u> The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to <u>Country and Place</u> (land, sea, waterways and skies) and the implications for their daily lives Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</p>	<p><u>The Earth's Environment</u> <u>Outcomes</u> GE2-1: examines features and characteristics of places and environments GE2-2: describes the ways people, places and environments interact GE2-4: acquires and communicates geographical information using geographical tools for inquiry <u>Inquiry Questions</u> How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability? <u>Different environments-</u> investigate the natural characteristics of Australia and a country in Asia</p>	<p><u>First Contacts</u> <u>Outcomes</u> HT2-1: identifies celebrations and commemorations of significance in Australia and the world (eg Australia Day) HT2-4: describes and explains effects of British colonisation in Australia HT2-5: applies skills of historical inquiry and communication <u>Inquiry Questions</u> Why did Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers? <u>Historical Content Focus</u> The journey(s) of at least ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, families and the environment</p>	<p><u>The Earth's Environment</u> <u>Outcomes</u> GE2-2: describes the ways people, places and environments interact GE2-3: examines differing perceptions about the management of places and environments GE2-4: acquires and communicates geographical information using geographical tools for inquiry <u>Inquiry Questions</u> How can people use the environment more sustainably? <u>Significance of environments-</u> investigate the importance of natural vegetation and <u>natural resources</u> to the environment, animals and people <u>Protection of environments</u> investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples.</p>
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<p>Stage 3 Year 5</p>	<p>Australian Colonies <u>Outcomes</u> HT3-1- describes and explains the significance of people, groups, places and events to the development of Australia HT3-5-applies a variety of skills of historical inquiry and communication <u>Inquiry Questions</u> What do we know about the lives of people in Australia's colonial past and how do we know? How did colonial settlement change the environment? <u>Historical Content Focus</u> Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples</p>	<p>Factors that Shape Places <u>Outcomes</u> GE3-1- describes the diverse features and characteristics of places and environments GE3-3 compares and contrasts influences on the management of places and environments GE3-4- acquires, processes and communicates geographical information using geographical tools for inquiry. <u>Inquiry Questions</u> How do people and environments influence one another? How do people influence places and the management of spaces within them? <u>Geographical Content Focus</u> <u>Factors that change Environments-</u> investigate the ways people change the natural environment in Australia and another country <u>Environments Shape Places-</u> investigate how the natural environment influences people and places <u>Humans shape places-</u> investigate how people influence places.</p>	<p>Australian Colonies <u>Outcomes</u> HT3-2 describes and explains different experiences of people living in Australia over time HT3-5-applies a variety of skills of historical inquiry and communication <u>Inquiry Questions</u> How did an Australian colony develop over time and why? What were the significant events and who were the significant people that shaped Australian colonies? <u>Historical Content Focus</u> The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony</p>	<p>Factors that Shape Places GE3-3 compares and contrasts influences on the management of places and environments GE3-2- explains interactions and connections between people, places and environments <u>Inquiry Questions</u> How can the impact of bushfires on people and places be reduced? <u>Bushfire hazard-</u> investigate the impact of ONE contemporary bushfire hazard in Australia <u>Humans Shape Places-</u> investigate how people influence places</p>
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<p>Stage 3 Year 6</p>	<p>Australia as a Nation Outcomes <i>HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society</i> <i>HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples.</i> <u>Inquiry Questions:</u> Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? <u>Historical Content Focus</u> <i>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government</i> <i>Experiences of Australian democracy and citizenship, including the status and rights of <u>Aboriginal people and/or Torres Strait Islanders</u>, migrants, women and children</i></p>	<p>A diverse and Connected World Outcomes <i>GE3-1-describes the diverse features and characteristics of places and environments</i> <i>GE3-4- acquires, processes and communicates geographical information using geographical tools for inquiry</i> <u>Inquiry Questions:</u> How do people's connections to places affect their perception of them? <u>Geographical Content Focus</u> <i>Diversity across Asia: investigate the diversity in geographical characteristics within the Asia region.</i> <i>The world's cultural diversity: investigate the world's cultural diversity, including the culture of indigenous peoples</i></p>	<p>Australia as a Nation Outcomes <i>HT3-5 applies a variety of skills of historical inquiry and communication</i> <u>Inquiry Questions:</u> How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? <u>Historical Content Focus</u> <i>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war</i> <i>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport</i></p>	<p>A diverse and Connected World Outcomes <i>GE3-2 explains interactions and connections between people, places and environments</i> <i>GE3-4- acquires, processes and communicates geographical information using geographical tools for inquiry</i> <u>Inquiry Questions:</u> How do places, people and cultures differ across the world? What are Australia's global connections? <u>Geographical Content Focus</u> <i>Global connections- investigate connections between Australia and other countries of the world</i> <i>Connections shape perceptions- investigate how connections influence people's perception and understanding of places</i></p>
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REFERENCES

- NSW Board of Studies syllabus and support documents
- Board of Studies Teaching and Educational Standards NSW
- School based scope and sequence
- School based yearly overviews
- Individual programs of specialist teachers

Date of Policy: 2015

Revision Date: May 2016

Further Review Date: May 2017

Principal's Name: Ms. Sue Bevan

Date: 18/11/15