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| **Achievement Standards - Geography** | | | | | | **NOTES** |
| By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.  Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal. | | | | | |  |
| The key inquiry questions for Year 7 are:   * How do people’s reliance on places and environments influence their perception of them? * What effect does the uneven distribution of resources and services have on the lives of people? * What approaches can be used to improve the availability of resources and access to services? | | | | | |
| **Content Descriptions - Geography** | | | | | |
| **Geographical Knowledge and Understanding** | Unit 1 Water in the world | Classification of environmental resources and the forms that water takes as a resource [ACHGK037](http://www.scootle.edu.au/ec/search?accContentId=ACHGK037)   * *describing how water is an available resource when it is groundwater, soil moisture (green water), and surface water in dams, rivers and lakes (blue water), and a potential resource when it exists as salt water, ice or water vapour*   The way that flows of water connects places as it moves through the environment and the way this affects places [ACHGK03](http://www.scootle.edu.au/ec/search?accContentId=ACHGK038)   * *explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream)* * *investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains)*   Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region [ACHGK041](http://www.scootle.edu.au/ec/search?accContentId=ACHGK041)   * *exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples* | | | |
| **Geographical Inquiry and Skills** | Observing, questioning and planning | Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts [(ACHGS047](http://www.scootle.edu.au/ec/search?accContentId=ACHGS047))   * developing questions about an area of focus in the geographical knowledge and understanding strand (for example, the causes of water scarcity or factors affecting the liveability of a place) | | | |
| Collecting, recording, evaluating and representing | Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies [(ACHGS049](http://www.scootle.edu.au/ec/search?accContentId=ACHGS049))   * *creating an annotated diagram to show: how water flows through the environment and connects places; or the influence of environmental quality on the liveability of places* | | | |
| Interpreting, analysing and concluding | Apply geographical concepts to draw conclusions based on the analysis of the data and information collected [(ACHGS052)](http://www.scootle.edu.au/ec/search?accContentId=ACHGS052)   * *reviewing the results of an analysis to propose an answer to an inquiry question, using as an organiser at least one of the concepts of place, space, environment, interconnection, sustainability, scale or change* | | | |
| Communicating | Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate [(ACHGS053](http://www.scootle.edu.au/ec/search?accContentId=ACHGS053))   * presenting a report, supported by graphic representations, to communicate a reasoned argument (for example, to propose actions to ensure future water security) | | | |
| Reflecting and responding | Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal [(ACHGS054](http://www.scootle.edu.au/ec/search?accContentId=ACHGS054))   * reflecting on personal values and attitudes and how these influence responses to an issue (for example, the effect of perceptions of crime on liveability) * proposing actions to respond to geographical issues related to environmental and economic sustainability (for example, ensuring a sustainable supply of water, after considering the possible outcomes for different groups) | | | |
| **General Capabilities** | | |  |  | |
| **Critical and Creative Thinking** | Generating ideas, possibilities and actions   * Seek solutions and put ideas into action   Inquiring – identifying, exploring and organising information and ideas   * Identify and clarify information and ideas * Pose questions | | **Ethical understanding** | Exploring values, rights and responsibilities   * Consider points of view * Examine values   Understanding ethical concepts and issues   * Recognise ethical concepts * Explore ethical concepts in context   Reasoning in decision making and actions   * Consider consequences |
| **Intercultural Understanding** | Recognising culture and developing respect   * Develop respect for cultural diversity | | **Numeracy** | Using spatial reasoning   * Interpret maps and diagrams   Recognising and using patterns and relationships   * Recognise and use patterns and relationships   Interpreting statistical information   * Interpret data displays |
| **Personal and Social Capability** | Social awareness   * Contribute to civil society | | **Literacy** | Grammar knowledge   * Express opinion and point of view   Text knowledge   * Use knowledge of text structures   Comprehending texts through listening, reading and viewing   * Interpret and analyse learning area texts   Word Knowledge   * Understand learning area vocabulary   Composing texts through speaking, writing and creating   * Compose spoken, written, visual and multimodal learning area texts   Visual Knowledge   * Understand how visual elements create meaning |
| **Information and Communication Technology (ICT) Capability** | Investigating with ICT   * Locate, generate and access data and information * Select and evaluate data and information   Creating with ICT   * Generate solutions to challenges and learning area tasks | |
| **Cross-Curriculum Priorities** | | | | | | |
| **Aboriginal and Torres Strait Islander Histories and Cultures** | **Country/Place**   * OI.1 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. * OI.3 Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.   **Culture**   * OI.5 Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.   **People**   * OI.9 The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally. | | | | | |
| **Sustainability** | **Systems**   * OI. Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.   **World Views**   * OI.4 World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.   **Futures**   * OI.6 The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future. * OI.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments. * OI.8 Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts. | | | | | |