 Geography for small schools

This is a supplementary document aimed to support small schools implement the geography K-10 syllabus. Teachers should use this document alongside the [Geography K-10 teaching and learning framework process](https://education.nsw.gov.au/curriculum/hsie/HSIE-early-stage-13/geography/programming) for geographical inquiry support materials (https://education.nsw.gov.au/curriculum/hsie/HSIE-early-stage-13/geography/programming).

Eight organisation ideas have been identified which align with much of the geography K-10 syllabus. They are:

1. Local places
2. Global connections
3. Important environments
4. Features/characteristics of places
5. Distribution of features/places
6. Environmental perspectives and significance
7. Environmental management
8. Life in different places.

The teaching and learning framework will provide you with detailed sequences of learning that are able align with these organisational ideas at each stage.

Note that each organisational idea is designed to take 4 -6 weeks of teaching, allowing a similar timeframe for history teaching and learning. Some, but not all, of the organisational ideas could be used sequentially to combine into a longer learning sequence.

Geography and history are equivalent in teaching time in each stage. The HSIE KLA remains a 90 minutes per week subject K-6.

Local Places

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
| --- | --- | --- | --- | --- | --- |
| Early stage 1 | What are places like? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Important places  Students:   * investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)   + identification of places they live in and belong to   + discussion of why places are special and how people care for them   + explanation of why people need to take care of places   Locating places  Students:   * investigate how the location of places can be represented, for example: (ACHGK001)   + location of familiar and local places on maps   + description of the location of places | The school | What are the features of our school?  What are important places in our school?  How can we represent our school as a map? |
| Stage 1 | What are the features of, and activities in, places? | * 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 | Features of places  Students:   * investigate features of places and how they can be cared for, for example: (ACHGK005)   + description of the natural and human features of places   + 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 e.g. a park, farm, beach, bushland   How places are organised  Students:   * investigate activities that occur within places, for example: (ACHGK007, ACHGK008)   + discussion of why and how the spaces within places can be rearranged for different purposes e.g. street fair, school hall   + examination of why various activities in an area are located where they are e.g. school, shops   Weather and seasons  Students:   * investigate 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   + examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars   + discussion of how weather can affect places and activities e.g. leisure, farming | Local park or recreation area. | What are the natural and human features in our local area?  Are there places that have a variety of uses? (recreation areas)  Where is the park located?  What are its features?  How is it used regularly and less regularly?  Who uses it and how often is it used? (weather related)  How is the park cared for? Who looks after it?  Why do you think it is important to look after this place?  How are these natural and human features represented on a map? |
| Stage 2 | How and why are places similar and different? | * 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 | The Australian continent  Students:   * investigate Australia’s major natural and human features, for example: (ACHGK014, ACHGK015)   + description of natural features of Australia e.g. deserts, rivers, mountains   + location of Australia’s states, territories and major cities   + identification of countries/places of Aboriginal and Torres Strait Islander Peoples   Similarities and differences between places  Students:   * investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there, for example: (ACHGK019)   + examination of the varying settlement patterns and demographics of places   + comparison of the daily life of people from different places | Natural and built cultural and heritage features of local area. Include learning about the location of states and territories/capital cities in relation to local location. | What is Australia’s location in the world and region?  Where are Australia’s states, territories and major cities located?  Where is the local area located in the state and major cities?  What are some of the unique features of Australia? (e.g. significant landforms, flora and fauna, National Parks, World Heritage places)  What are the unique features in the local area?  What are the similarities and differences in the geographical characteristics of own location and two other Australian places? |
| Stage 3 | How do people influence places and the management of spaces within them? | * 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 | Environments shape places  Students:   * investigate how the natural environment influences people and places, for example: (ACHGK028)   + discussion of how climate influences the distribution of where people live   + comparison of how landforms influence where and how people live in Australia and another country   Humans shape places  Students:   * investigate how people influence places, for example: (ACHGK029)   + description of who organises and manages places e.g. local and state governments   + identification of ways people influence places and contribute to sustainability e.g. roads and services, building development applications, local sustainability initiatives   + examination of a local planning issue; the different views about it and a possible action in response to it | Local council area planning or local land use issue.  Such as:   * subdivision of an area that had been farmland/bush * rezoning or redevelopment of a factory area into residential apartments * clearing of bushland for a specific local purpose * building (landfill) of playing fields or golf course * regeneration of small local catchment area/creek * identification and preservation of a threatened species local habitat. | Generate geographical questions to investigate and plan the inquiry, contextualised to the specific case study.  Where is the place located?  What was the ‘country’ like when the traditional Aboriginal people lived in the place?  What are the geographical features of the place today?  How is the placed organised and used?  What are the impacts of the proposed land use change?  Who will be advantaged and who will be disadvantaged by the land use change?  What actions are required to ensure that a variety of factors are supported or managed? E.g. sustainability, population changes. |

Global Connections

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
| --- | --- | --- | --- | --- | --- |
| Early stage 1 | What are places like? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Locating places  Students:   * investigate how the location of places can be represented, for example: (ACHGK001)   + location of familiar and local places on maps   + description of the location of places | Mapping | What is a map?  What is its purpose?  Why do we need maps?  How is a map made? |
| Stage 1 | How are people connected to places? | * 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 | People’s connections to places  Students:   * investigate people’s connections and access to places, for example: (ACHGK013)   + discussion of why people visit other places   + identification of factors influencing people’s accessibility to places e.g. distance   + examination of how technology has improved people’s access to places   Local and global connections  Students:   * investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: (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 e.g. birthplace | Mapping from a local to a global scale, with own location as a constant reference point.  Personal connections to another country/countries. | Where is my favourite place to visit and why?  How are people connected to places? (e.g. personal heritage, spiritual)  What factors affect people’s connection to places?  How does weather and seasons affect people’s connection to places?  How does distance and accessibility affect people’s ability to travel?  Select one international location:  What features of this place are really interesting? Why?  What is the weather like?  How far is it from here?  What travel modes would you use?  Why is it important to know about places that are in other countries? |
| Stage 2 | What would it be like to live in a neighbouring country? | * 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 | Australia’s neighbours  Students:   * investigate Australia’s neighbouring countries and their diverse characteristics, for example: (ACHGK016)   + location of Australia’s neighbouring countries   + examination of the natural and human features of neighbouring countries   + comparison of the natural and human features of a city in Australia with a city in a neighbouring country   Climate of places  Students:   * investigate the climates of different places, for example: (ACHGK017)   + discussion of how weather contributes to climate   + comparison of climates in different places | Mapping  One neighbouring country as a case study. Select according to student interest and connections. | What are the main physical characteristics of the country (e.g. landforms, bodies of water, rivers) and where are they located?  What is the climate of the country, its indigenous vegetation and animal life?  What are the main human features (e.g. cities, cultural sites) of the country and where are they located?  What are the settlement patterns and demographics of the country?  How do people interact with the place? What are the language, religions, cultural and economic activities?  What is the daily life of the people who live in different places in the country? |
| Stage 3 | What are Australia’s global connections? | * 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 | The world’s cultural diversity  Students:   * investigate the world’s cultural diversity, including the cultures of indigenous peoples, for example: (ACHGK033)   + identification of different cultural groups, including indigenous cultural groups e.g. Maori, Inuit, Sami, Dayak   + examination of various cultures e.g. customs, beliefs, social organisation   Global connections  Students:   * investigate connections between Australia and other countries of the world, for example: (ACHGK034, ACHGK035)   + description of connections Australia has with other countries e.g. trade, migration, tourism, aid   + examination of a significant event and its local, regional and global effect on people and places e.g. sporting or cultural event | Map locations of the Asian region and Asian countries, select 2 (1 the same as Stage 2 plus one more) which are culturally and economically different countries to compare. | What is the extent of the continent of Asia?  What countries are found in Asia and where are they located?  How do the lives of people living in different places and cultures differ across Asia?  Select one Asian location to:  What are the main physical characteristics of this place (e.g. landforms, vegetation, climate)?  What are the main human features of this place (e.g. built environment, population, employment, lifestyle)?  How do the local people interact with the place where they live?  What are their daily routines?  What do they wear and eat?  Where do they work or go to school? How do they get there?  What are their language(s), customs, beliefs and/or religion?  What cultural and/or economic activities do they engage in?  What social organisation characterises their lives? |

Important Environments

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
| --- | --- | --- | --- | --- | --- |
| Early stage 1 | What makes a place special? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Important places  Students:   * investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)   + identification of places they live in and belong to   + discussion of why places are special and how people care for them   + explanation of why people need to take care of places   Locating places  Students:   * investigate how the location of places can be represented, for example: (ACHGK001)   + location of familiar and local places on maps   + description of the location of places | The school grounds | Why are places in our school in their current location?  How do we use the school environment?  How can we care for the school environment? |
| Stage 1 | Where are places located in Australia? | * 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 | Australian places  Students:   * investigate places across a range of scales within Australia, for example: (ACHGK010)   + identification that places exist across a range of scales e.g. personal, local, national   Australia’s location  Students:   * investigate Australia’s location in the world, for example: (ACHGK009)   + description of Australia’s location in relation to the world e.g. continents, oceans | Taking a ‘trip’ to one selected Australian capital city from own location. | Where is the capital city/place in relation to own?  What is the best way to travel to this capital city/place?  Why do people travel there?  What factors affect travelling to Perth and other places?  How has technology changed people’s access to places? |
| Stage 2 | How does the environment support the lives of people and other living things? | * 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 | The Australian continent  Students:   * investigate Australia’s major natural and human features, for example: (ACHGK014, ACHGK015)   + description of natural features of Australia e.g. deserts, rivers, mountains   + location of Australia’s states, territories and major cities   + identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples   Climate of places  Students:   * investigate the climates of different places, for example: (ACHGK017)   + discussion of how weather contributes to climate   + comparison of climates in different places | A significant Australian national park that has a distinct environment, and the impact of tourism, as a case study, such as the Australian Alps National Park as a case study of a natural site, including the impact of tourism on Kosciuszko National Park. | How do people value and perceive Kosciuszko National Park?  Where is Kosciuszko National Park?  What are the features and uses of the national park?  How was the land used before it became a national park?  Why was the national park created? What are its significant values?  How Aboriginal and Torres Strait Islander Peoples value Kosciuszko National Park?  How do other people value Kosciuszko National Park?  How can Kosciuszko National Park be protected? |
| Stage 3 | How do places, people and cultures differ across the world? | * 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 | Environments shape places  Students:   * investigate how the natural environment influences people and places, for example: (ACHGK028)   + discussion of how climate influences the distribution of where people live   + comparison of how landforms influence where and how people live in Australia and another country   Diversity across Asia  Students:   * investigate the diversity in geographical characteristics within the Asia region, for example: (ACHGK031, ACHGK032)   + identification of countries of the Asia region in relation to Australia   + examination of economic, demographic and social differences between countries of the Asia region e.g. employment, population, lifestyle | Locate Asia and Asian countries. Identify the climate and physical features, rivers of different countries and compare.  Select one cultural or physical feature that is environmentally significant to examine further. Include the impact of tourism on this site. The Ganges River could be used as a case study in this context. (A literature study using Sacred River by Ted Lewin could enhance this study). | Where is the Ganges River located in the Asia region and India?  What importance are the Himalaya’s to the Ganges River/how do the people of India value and perceive the Ganges River? (What religion worships the Ganges River?)  What are the features and uses of the Ganges River? (food/water source, pilgrimage, offerings)  How is the land surrounding the Ganges River used? (ghats, food bowl, living)  How do other people (tourists) value and perceive the Ganges River?  How is the Ganges River protected? |

Features/characteristics of place

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
| --- | --- | --- | --- | --- | --- |
| Early stage 1 | How can we look after the places we live in? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Aboriginal and Torres Strait Islander places  Students:   * investigate 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 | Aboriginal people of the local area in which the school is located. | Who lived in the area before we did?  What are some of the places which are important to Aboriginal people? |
| Stage 1 | How can spaces within a place be used for different purposes? | * 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 | How places are organised  Students:   * investigate activities that occur within places, for example: (ACHGK007, ACHGK008)   + discussion of why and how the spaces within places can be rearranged for different purposes e.g. street fair, school hall   + examination of why various activities in an area are located where they are e.g. school, shops   People’s connections to places  Students:   * investigate people’s connections and access to places, for example: (ACHGK013)   + discussion of why people visit other places   + identification of factors influencing people’s accessibility to places e.g. distance   + examination of how technology has improved people’s access to places | Local Aboriginal community’s connection to place.  How do Aboriginal and Torres Strait Islander Peoples show their connections to country? (spiritual connections to land, plants and animals, sea and water). | Why are some places special?  What stories and traditional language describe Aboriginal connection to place?  What activities occur there, or could occur?  What natural and human areas do Aboriginal people have connections with? How are these described in yarns and symbols?  What are some of the rules that govern places of spiritual significance?  How are these places cared for/how should they be cared for? |
| Stage 2 | How does the environment support the lives of people and other living things? | * 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 | Significance of environments  Students:   * investigate the importance of natural vegetation and natural resources to the environment, animals and people, for example: (ACHGK021, ACHGK022, ACHGK024)   + identification of types of natural vegetation e.g. forests, grasslands, deserts   + explanation of the importance of natural vegetation to animals and the functioning of the environment e.g. provision of habitats, production of oxygen   + discussion of the importance of natural vegetation and natural resources to people e.g. provision of food, medicine, fuel, timbers, fibres, metals | A case study of perception and protection of an Aboriginal heritage site e.g. Uluru. | How can Uluru be protected from the impacts of tourism visitation?  What is Uluru and where is it located?  Why is Uluru on the World Heritage List?  Who visits Uluru and why do they visit?  What are different people’s perceptions of Uluru?  How are the impacts of tourism to Uluru managed  How do peoples’ perceptions influence the protection of Uluru? |
| Stage 3 | How do people influence places and the management of spaces within them? | * 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 | Humans shape places  Students:   * investigate how people influence places, for example: (ACHGK029)   + description of who organises and manages places e.g. local and state governments   + identification of ways people influence places and contribute to sustainability e.g. roads and services, building development applications, local sustainability initiatives   + examination of a local planning issue; the different views about it and a possible action in response to it | Locate Asia and Asian countries, examine one country that has an Indigenous people(s), such as Indonesia (various, often island based e.g. Javanese, Balinese); Thailand (e.g. Tai and hill tribes); Japan (Ainu and Okinawans); Cambodia (Khmer Leou). | How have the lives of indigenous people been affected by other cultures?  Where are these people located?  What are the main physical characteristics of this place (e.g. landforms, vegetation, climate)?  What are the main human features of this place (e.g. built environment, population, employment, lifestyle)?  How do these people interact with the place where they live?  What are their daily routines?  What do they wear and eat?  Where do they work or go to school? How do they get there?  What are their language(s), customs, beliefs and/or religion?  What cultural and/or economic activities do they engage in?  What social organisation characterises their lives? |

Distribution of features/places

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
| --- | --- | --- | --- | --- | --- |
| Early stage 1 | What are places like? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Important places  Students:   * investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)   + identification of places they live in and belong to   + discussion of why places are special and how people care for them   + explanation of why people need to take care of places | The school grounds and nearby places. | Why are places in the school in their current location?  How do people use these places?  How do people in the nearby use the school grounds? Why is this important? |
| Stage 1 | What are the features of, and activities in, places? | * 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 | How places are organised  Students:   * investigate activities that occur within places, for example: (ACHGK007, ACHGK008)   + discussion of why and how the spaces within places can be rearranged for different purposes e.g. street fair, school hall   + examination of why various activities in an area are located where they are e.g. school, shops   Australian places  Students:   * investigate places across a range of scales within Australia, for example: (ACHGK010)   + identification that places exist across a range of scales e.g. personal, local, national | Mapping local area, and examining the vegetation types; why and how they change. | How is the local area organised?  What are the natural and human features of our neighbourhood?  What activities occur in our neighbourhood?  What are the effects of the school and local facilities being located where they are on the neighbourhood? |
| Stage 2 | How and why are places similar and different? | * 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 | The Australian continent  Students:   * investigate Australia’s major natural and human features, for example: (ACHGK014, ACHGK015)   + description of natural features of Australia e.g. deserts, rivers, mountains   + location of Australia’s states, territories and major cities   + identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples | Describing and mapping natural vegetation types across Australia. Undertake fieldwork in a location near the school. | What are the natural vegetation types of Australia?  Where are the natural vegetation types located in Australia? (map)  Fieldwork investigation:  Where is the environment located?  What are the characteristics of the environment?  What habitats are found in the environment?  How do native animals use habitats in the environment?  Why is this environment significant? |
| Stage 3 | How do people and environments influence one another? | * 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 | Factors that change environments  Students:   * investigate the ways people change the natural environment in Australia and another country, for example: (ACHGK026, ACHGK027)   + examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country’s environmental characteristics e.g. land clearing | Examine one NSW bushfire event. This will change over time; use an event that is not too old or too personal.  Develop a bushfire survival plan. | Select one bushfire event that occurred at a particular place and time as a case study.  Where is the place located?  What are the natural features of the place that made it fire prone? (e.g. vegetation, slope, aspect, weather)  What are the human features of the place that contributed to the disaster? (e.g. settlement patterns, roads and services)  Did the local Aboriginal people use fire to manage the landscape and for hunting?  What was the impact of the disaster on the vegetation, animals and human features of the area?  What actions did people who live and work in the area take?  What agencies managed the response to the disaster and what was their role?  What bushfire disaster management strategies changed in response to the disaster? |

Environmental perspectives and significance

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
| --- | --- | --- | --- | --- | --- |
| Early stage 1 | What makes a place special? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Aboriginal and Torres Strait Islander places  Students:   * investigate 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 | The school grounds | What are some of the places which are important to Aboriginal people?  Why is the land so important to Aboriginal people? |
| Stage 1 | What factors affect people’s connection to places? | * 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 | People’s connections to places  Students:   * investigate people’s connections and access to places, for example: (ACHGK013)   + discussion of why people visit other places   + identification of factors influencing people’s accessibility to places e.g. distance   + examination of how technology has improved people’s access to places   Weather and seasons  Students:   * investigate 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   + examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars   + discussion of how weather can affect places and activities e.g. leisure, farming | Personal connections to other places in NSW and Australia. The difference in weather and climate of these places. | Why do people visit places?  How are people connected to places? (personal heritage, spiritual, interest).  What factors affect people’s connections to places?  How does the weather or seasons affect people’s connection to places?  How does distance and accessibility influence people’s ability to travel?  Where are places located in Australia and other countries that are of significance? |
| Stage 2 | How do people’s perceptions about places influence their views about the protection of places? | * 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 | Perception and protection of places  Students:   * investigate how the protection of place is influenced by people’s perception of places, for example:(ACHGK018)   + description of how and why people perceive places differently   + discussion of how people’s perceptions influence the protection of places in Australia e.g. sacred sites, national parks, world heritage sites   Perception of environments  Students:   * investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: (ACHGK022, ACHGK023, ACHGK024)   + discussion of why people value environments differently e.g. 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 | The interconnection of native animal habitats and the natural environment, examples from different climates and locations in Australia.  Using (Australian) natural resources sustainably. | Inquiry questions should be specific to the natural environment selected for investigation, e.g. How does a eucalyptus forest provide for the needs of animals, people and the environment?  Where is the environment located?  What are the characteristics of the environment?  What habitats are found in the environment?  How do native animals use habitats in the environment?  Why is this environment significant? |
| Stage 3 | How do people’s connection to places affect their perceptions of them? | * 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 | Connections shape perceptions  Students:   * investigate how connections influence people’s perceptions and understanding of places, for example: (ACHGK036)   + identification of factors that influence people’s perceptions of places e.g. media, culture, education, travel   + discussion of the effect of generalisations and stereotypes about places   Humans shape places  Students:   * investigate how people influence places, for example: (ACHGK029)   + description of who organises and manages places e.g. local and state governments   + identification of ways people influence places and contribute to sustainability e.g. roads and services, building development applications, local sustainability initiatives   + examination of a local planning issue; the different views about it and a possible action in response to it | Regional area issues – tourism expansion and development; changing of an area from natural bush to residential e.g. north western Sydney; farmland being mined e.g. Liverpool plains; actions to protect and endangered species e.g. plants or animals (fish); regeneration of a coastal area; impact of dams e.g. Snowy River. | Where is the region located?  What was the ‘country’ like when the traditional Aboriginal people lived in the region?  What are the geographical features of the region today?  How is the region organised and used?  What are the impacts of the proposed land use change on the people and places in the region?  Who and what will be advantaged and who will be disadvantaged by the land use change?  What actions are required to ensure that a variety of factors are supported or managed? E.g. sustainability, population changes. |

Environmental management

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
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| Early stage 1 | How can we look after the places we live in? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Important places  Students:   * investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)   + identification of places they live in and belong to   + discussion of why places are special and how people care for them   + explanation of why people need to take care of places | Daily weather | What is the weather like today?  How does the weather affect our lives?  How does the weather affect how we interact with the environment? |
| Stage 1 | How can we care for places? | * 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 | Features of places  Students:   * investigate features of places and how they can be cared for, for example: (ACHGK005)   + description of the natural and human features of places   + 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 e.g. a park, farm, beach, bushland | Local weather and seasons.  Aboriginal community’s seasonal lifestyle in the local area. | Is the weather the same every day?  Why do we need to predict the weather?  What do we know about the seasons where we live?  How do the local Aboriginal people measure the seasons? |
| Stage 2 | How can people use places and environments more sustainably? | * 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 | Protection of environments  Students:   * investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK023, ACHGK024, ACHGK025)   + examination of how environments can be used sustainably e.g. sustainable agricultural, commercial, recreational practices   + discussion of ways waste can be managed sustainably   + examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments e.g. use of resources | An Australian Indigenous focus. Consider using the Torres Strait Islands for this study. This case study is not included in the Geography teaching and learning framework. This study works well with the syllabus links for this multistage mapping. | Pose geographical questions to be contextualised to the location.  How do the Torres Strait Islander people manage the land and sea resources?  What are the main physical characteristics of the country (e.g. landforms, bodies of water, rivers) and where are they located?  What is the climate of the country, its vegetation and animal life?  What are the main human features (e.g. settlements, cultural sites) of the country and where are they located?  What are the settlement patterns and demographics of the country?  How do people interact with the place? What are the language, religions, cultural and economic activities?  What is the daily life of the people who live in the country? |
| Stage 3 | How do people and environments influence one another? | * 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 | Factors that change environments  Students:   * investigate the ways people change the natural environment in Australia and another country, for example: (CHGK026, ACHGK027)   + examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country’s environmental characteristics e.g. land clearing   Humans shape places  Students:   * investigate how people influence places, for example: (ACHGK029)   + description of who organises and manages places e.g. local and state governments   + identification of ways people influence places and contribute to sustainability e.g. roads and services, building development applications, local sustainability initiatives   + examination of a local planning issue; the different views about it and a possible action in response to it | Select one case study which has not been referenced previously, from:  Indonesia, Papua New Guinea, Nepal, Afghanistan, East Timor (Timor-Leste). Indonesia, Papua New Guinea and East Timor will work well with the Torres Strait Islands Stage 2 case study. | Where is the country located in relation to Australia?  Who are the Indigenous people(s) of this country?  What are the geographical features of the country?  What is life like?  What is life like for the Indigenous people(s)?  What are the impacts of changes due to the modern living?  Who will be advantaged and who will be disadvantaged by the contemporary changes?  What actions are required to ensure that the Indigenous people(s) are able to sustain their culture in the modern world? |

Life in different places

| Stages | Key Inquiry Questions | Outcomes | Content | Teaching and Learning – Context case study ideas | Teaching and Learning – Sample inquiry questions |
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| Early stage 1 | What makes a place special? | * identifies places and develops an understanding of the importance of places to people GEe-1 * communicates geographical information and uses geographical tools GEe-2 | Important places  Students:   * investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)   + identification of places they live in and belong to   + discussion of why places are special and how people care for them   + explanation of why people need to take care of places   Aboriginal and Torres Strait Islander places  Students:   * investigate 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 | Cultural lifestyle of people in the school. | What are the natural and human features of our school?  What do they look like on a map?  What places in the school need special care?  How do we take care of our school?  How do we care for each other at school?  What experiences of living in other places can be shared? |
| Stage 1 | What factors affect people’s connection to places? | * 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 | People’s connections to places  Students:   * investigate people’s connections and access to places, for example: (ASHGK013)   + discussion of why people visit other places   + identification of factors influencing people’s accessibility to places e.g. distance   + examination of how technology has improved people’s access to places   Local and global connections  Students:   * investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: (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 e.g. birthplace   Weather and seasons  Students:   * investigate 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   + examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars   + discussion of how weather can affect places and activities e.g. leisure, farming | Mapping from a local to a global scale, with own location as a constant reference point.  Personal connections to another country/countries. | What is my street address?  Where is my local area?  What state do I live in?  Where is my home/school on a map of Australia?  Where is my home/school on a map of the world (globe)?  What does our school look like from the air?  How is an aerial photograph and satellite image different from a map?  How are natural and built features represented on a map?  What symbols are used on maps and what is a legend?  How do Aboriginal people use symbols to tell complex stories about place and convey spiritual knowledge associated with places?  Where is Kakadu National Park and who are the local Aboriginal People?  What are the seasons like in Kakadu National Park?  What would be the best season to visit Kakadu National Park?  How do the Aboriginal People of Kakadu work with the weather and seasons? |
| Stage 2 | How do different views about the environment influence approaches to sustainability? | * 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 | Different environments  Students:   * investigate the natural characteristics of Australia and a country in Asia, for example: (ACHGK020) * comparison of climate, natural vegetation and native animals   Perception of environments  Students:   * investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for example: ACHGK022, ACHGK023, ACHGK024)   + discussion of why people value environments differently e.g. 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 | Map neighbouring countries in the Asia Pacific.  Locate India and the world heritage site of the Taj Mahal. | What are the main physical characteristics of the country (e.g. landforms, bodies of water, rivers) and where are they located?  What is the climate of the country, its indigenous vegetation and animal life?  What are the main human features (e.g. cities, cultural sites) of the country and where are they located?  What are the settlement patterns and demographics of the country?  How do people interact with the place? What are the language, religions, cultural and economic activities?  What is the daily life of the people who live in different places in the country? |
| Stage 3 | How do people influence places and the management of spaces within them?  And;  How do places, people and cultures differ across the world? | * 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 | Diversity across Asia  Students:   * investigate the diversity in geographical characteristics within the Asia region, for example: (ACHGK031, ACHGK032)   + identification of countries of the Asia region in relation to Australia   + examination of economic, demographic and social differences between countries of the Asia region e.g. employment, population, lifestyle   The world’s cultural diversity  Students:   * investigate the world’s cultural diversity, including the cultures of indigenous peoples, for example: (ACHGK033)   + identification of different cultural groups, including indigenous cultural groups e.g. Maori, Inuit, Sami, Dayak   + examination of various cultures e.g. customs, beliefs, social organisation   Connections shape perceptions  Students:   * investigate how connections influence people’s perceptions and understanding of places, for example: (ACHGK036)   + identification of factors that influence people’s perceptions of places e.g. media, culture, education, travel   + discussion of the effect of generalisations and stereotypes about places | Focus on daily life and typical housing in a variety of countries with diverse climate, culture and economies e.g. Alaska, Singapore, Sri Lanka, Dubai, New Zealand. | Children’s homes throughout the contemporary world.  How does the natural environment influence people and places around the world?  What are examples of environmental factors that influence people and places?  Why might some people’s homes be different from those where we live?  Where are the homes? (e.g. country or city, mountainous area, desert, river)  What are houses around the world built from? Why do you think these materials were used?  What different shapes are houses? Why are the houses shaped like this? (e.g. climate) |