K–10 GEOGRAPHICAL CONCEPTS CONTINUUM

<table>
<thead>
<tr>
<th>Stage</th>
<th>Students demonstrate an understanding of:</th>
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<tbody>
<tr>
<td>ES1</td>
<td>• places students live in and belong to and why they are important</td>
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<tr>
<td></td>
<td>• location of a place in relation to other familiar places</td>
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<td></td>
<td>• how and why places should be looked after</td>
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<td></td>
<td>• local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place</td>
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<td>2</td>
<td>• natural and human features and characteristics of different places and their similarities and differences</td>
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<td></td>
<td>• how people’s perceptions about places influence their responses and actions to protect them</td>
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<td></td>
<td>• settlement patterns within Australia, neighbouring countries and other countries</td>
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<td></td>
<td>• how climate and environment influence settlement patterns</td>
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<td></td>
<td>• interconnections between people and environments</td>
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<td></td>
<td>• differing ways people can use environments sustainably</td>
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<td></td>
<td>• types of settlement across a range of scales</td>
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<td></td>
<td>• the influence of climate across a range of scales</td>
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<td></td>
<td>• ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources</td>
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<td></td>
<td>• differing views about environmental sustainability</td>
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<td>• sustainable management of waste</td>
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<td>3</td>
<td>• characteristics of places on a global level</td>
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<td></td>
<td>• global patterns of spatial distribution</td>
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<td></td>
<td>• how the environment influences people and places</td>
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<td></td>
<td>• how people organise and manage spaces in their local environment</td>
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<td></td>
<td>• how the environment influences the environment</td>
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<td></td>
<td>• the effect of natural disasters on the environment</td>
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<td></td>
<td>• how environments influence where people live</td>
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<td></td>
<td>• ways people influence the characteristics of their environments</td>
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<td></td>
<td>• diversity of cultures and peoples around the world</td>
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<td></td>
<td>• environmental and human characteristics of places on local, regional and global scales</td>
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<td></td>
<td>• the effect of global events on people and places locally, regionally and globally</td>
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<td></td>
<td>• extent of environmental change</td>
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<td>• environmental management practices</td>
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<td>• sustainability initiatives</td>
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<td>• changes to environmental and human characteristics of places</td>
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<tr>
<td>Place</td>
<td>Students demonstrate an understanding of:</td>
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<tr>
<td>Stage 5</td>
<td>Students demonstrate an understanding of:</td>
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<tr>
<td>4</td>
<td>factors influencing people’s perceptions of places</td>
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<tr>
<td>5</td>
<td>the effect of local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community</td>
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**Place**
- the significance of places and what they are like

**Space**
- the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in

**Environment**
- the significance of the environment in human life, and the important interrelationships between humans and the environment

**Interconnection**
- no object of geographical study can be viewed in isolation

**Scale**
- the way that geographical phenomena and problems can be examined at different spatial levels

**Sustainability**
- the capacity of the environment to continue to support our lives and the lives of other living creatures into the future

**Change**
- explaining geographical phenomena by investigating how they have developed over time
<table>
<thead>
<tr>
<th>Stage</th>
<th>Students:</th>
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</thead>
</table>
| ES1   | • pose questions and make observations (ACHGS001)  
      | • record geographical data and information (ACHGS002)  
      | • represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015)  
      | • draw conclusions based on interpretations of geographical data sorted into categories (ACHGS010, ACHGS016)  
      | • present findings in a range of communication forms (ACHGS011, ACHGS017)  
      | • reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018)  |
| 1     | • pose geographical questions (ACHGS007, ACHGS013)  
      | • collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014)  
      | • represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015)  
      | • draw conclusions based on discussions of observations (ACHGS004)  
      | • present information (ACHGS005)  
      | • reflect on their learning (ACHGS006)  |
| 2     | • develop geographical questions to investigate (ACHGS019, ACHGS026)  
      | • collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, the media or the internet (ACHGS020, ACHGS027)  
      | • represent data by constructing tables, graphs and maps (ACHGS021, ACHGS028)  
      | • represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS022, ACHGS029)  
      | • interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023, ACHGS030)  
      | • present findings in a range of communication forms (ACHGS024, ACHGS031)  
      | • reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025, ACHGS032)  |
| 3     | • develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)  
      | • collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041)  
      | • evaluate sources for their usefulness (ACHGS035, ACHGS042)  
      | • represent data in different forms, for example, plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)  
      | • represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043)  
      | • interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044)  
      | • present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)  
<pre><code>  | • reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)  |
</code></pre>
<table>
<thead>
<tr>
<th>Stage</th>
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| **4** | • develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)  
• collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)  
• evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS057)  
• represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)  
• represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)  
• analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and infer relationships (ACHGS051, ACHGS059)  
• apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)  
• 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, ACHGS061)  
• 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, ACHGS062) |
| **5** | • develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063, ACHGS072)  
• collect, select, record and organise relevant data and geographical information, using ethical protocols, from a variety of appropriate primary data and secondary information sources (ACHGS064, ACHGS073)  
• evaluate information sources for their reliability, bias and usefulness (ACHGS065, ACHGS074)  
• represent multi-variable data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS065, ACHGS074)  
• represent the spatial distribution of geographical phenomena on maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066, ACHGS075)  
• evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067, ACHGS076)  
• apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)  
• identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069, ACHGS078)  
• present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070, ACHGS079)  
• reflect on and evaluate the findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071, ACHGS080) |
<table>
<thead>
<tr>
<th>Stage</th>
<th>Examples may include:</th>
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<tbody>
<tr>
<td>ES1</td>
<td>• pictorial maps</td>
</tr>
<tr>
<td>1</td>
<td>• pictorial maps, large-scale maps, world map, globe</td>
</tr>
<tr>
<td>2</td>
<td>• large-scale maps, world map, globe, sketch maps</td>
</tr>
<tr>
<td>3</td>
<td>• large-scale maps, small-scale maps, sketch maps, political maps, topographic maps, flowline maps, sketch maps, political maps, topographic maps, flowline maps, cartoon maps, synthetic charts</td>
</tr>
<tr>
<td>4</td>
<td>• sketch maps, relief maps, political maps, choropleth maps, line maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synthetic charts, maps to identify direction, scale and distance, area, grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief</td>
</tr>
<tr>
<td>5</td>
<td>• relief maps, political maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synthetic charts, maps to identify direction, scale and distance, area, grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief</td>
</tr>
</tbody>
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**Maps**
- pictorial maps
- large-scale maps, world map, globe
- ond and recording data
- relief maps, choropleth maps, flowline maps, topographic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synthetic charts

**Fieldwork**
- observing and recording data
- collecting and recording data, conducting surveys
- remote sensing data
- observing, measuring, collecting and recording data, conducting surveys and interviews
- observing, measuring, collecting and recording data, conducting surveys and interviews
- observing, measuring, collecting and recording data, conducting surveys and interviews
- observing, measuring, collecting and recording data, conducting surveys and interviews
- observing, measuring, collecting and recording data, developing and conducting surveys and interviews
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**Graphs and Statistics**
- tally charts
- pictographs
- data tables
- column graphs
- weather data
- pictographs
- data tables
- column graphs
- simple statistics
- pie charts
- column graphs
- compound column graphs
- line graphs
- climate graphs
- population profiles
- multiple tables and graphs presented on a geographical theme
- statistics to find patterns
- data tables
- pie graphs
- column graphs
- compound column graphs
- line graphs
- scatter graphs
- climate graphs
- population profiles
- multiple tables and graphs presented on a geographical theme
- statistics to find patterns and trends

**Spatial Technologies**
- virtual maps
- satellite images
- global positioning systems (GPS)
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- satellite images
- global positioning systems (GPS)
- virtual maps
- satellite images
- global positioning systems (GPS)
- virtual maps
- satellite images
- geographic information systems (GIS)
- virtual maps
- satellite images
- geographic information systems (GIS)
- virtual maps
- satellite images
- geographic information systems (GIS)

**Visual Representations**
- photographs
- illustrations
- story books
- multimedia
- photographs
- illustrations
- diagrams
- story books
- multimedia
- web tools
- photographs
- aerial photographs
- illustrations
- flow diagrams
- annotated diagrams
- multimedia
- web tools
- photographs
- aerial photographs
- illustrations
- flow charts
- annotated diagrams
- multimedia
- field sketches
- cartoons
- web tools

**K-10 GEOGRAPHICAL TOOLS CONTINUUM**