K–10 GEOGRAPHICAL CONCEPTS CONTINUUM

	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*
Stage	**Students demonstrate an understanding of:**						
ES1	• places students live in and belong to and why they are important	• location of a place in relation to other familiar places	• how and why places should be looked after				
1	• location and features of local places and other places in the world	• where activities are located and how spaces can be organised	• natural and human features of a place • daily and seasonal weather patterns of places	• local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place	• various scales by which places can be defined such as local suburbs, towns and large cities		
2	• natural and human features and characteristics of different places and their similarities and differences • how people's perceptions about places influence their responses and actions to protect them	• settlement patterns within Australia, neighbouring countries and other countries	• how climate and environment influence settlement patterns • interconnections between people and environments • differing ways people can use environments sustainably	• interconnections between people, places and environments • influence of people's values on the management and protection of places and environments and the custodial responsibilities of Aboriginal and Torres Strait Islander Peoples	• types of settlement across a range of scales • the influence of climate across a range of scales	• ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources • differing views about environmental sustainability • sustainable management of waste	
3	• characteristics of places on a global level	• global patterns of spatial distribution • how people organise and manage spaces in their local environment	• how the environment influences people and places • how people influence the environment • the effect of natural disasters on the environment	• how environments influence where people live • ways people influence the characteristics of their environments • diversity of cultures and peoples around the world	• environmental and human characteristics of places on local, regional and global scales • the effect of global events on people and places locally, regionally and globally	• extent of environmental change • environmental management practices • sustainability initiatives	• changes to environmental and human characteristics of places

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Stage	**Students demonstrate an understanding of:**						
4	• factors influencing people's perceptions of places • the special significance place has to some people • the effect of global trade, transport, information and communication technologies on places across the world	• spatial distribution of landscapes, global water resources and natural hazards • how location influences the ways people organise places	• processes that form and transform landscapes and landforms across the world • the aesthetic, cultural, spiritual and economic value of environments to people • the effect of human activities on natural and human environments	• how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places • how people affect the environment such as people's use of water on its quality and availability as a resource	• management of geographical challenges across a range of scales from local to global • responses and actions undertaken by governments, organisations and individuals • communities operating at local and global scales	• pressures on the Earth's water resources and landscapes • the need to manage environments for a long-term future • sustainable management approaches	• changes to resources, landscapes and places over time through natural and human geographical processes and events • the effect of management strategies in reducing the impact of natural and human processes
5	• 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	• location of biomes and the spatial distribution of urbanisation, global patterns of food, industrial materials and fibre production and variations of human wellbeing • conflicts arising from competing uses of space for agricultural, urban, recreational and industrial land uses	• the function and importance of the environment • the quality of the environment • significant environmental challenges • approaches to environmental management	• consequences of migration patterns on the location of origin and destination • the economic, social and environmental factors influencing spatial variations in global human wellbeing	• interactions between geographical processes at different scales • local alterations to environments can have global consequences • changes at a global level can affect local environments • management and protection of places and environments at local, regional, national and global scales	• short and long-term implications of environmental change on environments • the importance of sustainable practices to ensure the wellbeing of people • sustainable environmental worldviews and management approaches	• biomes altered to produce food, industrial materials and fibres and the environmental effects of these alterations • the consequences of urbanisation • the protection of places and environments as a result of sustainable management practices

K–10 GEOGRAPHICAL INQUIRY SKILLS CONTINUUM

	Acquiring geographical information	Processing geographical information	Communicating geographical information
Stage	**Students:**		
ES1	• pose questions and make observations (ACHGS001) • record geographical data and information (ACHGS002)	• represent data using charts or graphs (ACHGS003) • draw conclusions based on discussions of observations (ACHGS004)	• present information (ACHGS005) • reflect on their learning (ACHGS006)
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 the interpretation of geographical information 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)
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) • 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)

	Acquiring geographical information	Processing geographical information	Communicating geographical information
Stage	**Students:**		
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 trends 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)

K–10 GEOGRAPHICAL TOOLS CONTINUUM

	Maps M	Fieldwork F	Graphs and Statistics GS	Spatial Technologies ST	Visual Representations VR
Stage	**Examples may include:**				
ES1	• pictorial maps	• observing and recording data	• tally charts • pictographs	• virtual maps	• photographs • illustrations • story books • multimedia
1	• pictorial maps, large-scale maps, world map, globe	• observing, collecting and recording data, conducting surveys	• tally charts • pictographs • data tables • column graphs • weather data	• virtual maps • satellite images	• photographs • illustrations • diagrams • story books • multimedia • web tools
2	• large-scale maps, world map, globe, sketch maps • maps to identify location, direction, distance, map references, spatial distributions and patterns	• observing, measuring, collecting and recording data, conducting surveys or interviews • fieldwork instruments such as measuring devices, maps, photographs	• tally charts • pictographs • data tables • column graphs • simple statistics	• virtual maps • satellite images • global positioning systems (GPS)	• photographs • illustrations • diagrams • story books • multimedia • web tools
3	• large-scale maps, small-scale maps, sketch maps, political maps, topographic maps, flowline maps • maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns	• observing, measuring, collecting and recording data, conducting surveys and interviews • fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS	• pictographs • data tables • column graphs • line graphs • climate graphs • multiple graphs on a geographical theme • statistics to find patterns	• virtual maps • satellite images • global positioning systems (GPS)	• photographs • aerial photographs • illustrations • flow diagrams • annotated diagrams • multimedia • web tools
4	• sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief	• observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS	• data tables • pie graphs • column graphs • compound column graphs • line graphs • climate graphs • population profiles • multiple tables and graphs presented on a geographical theme • statistics to find patterns and trends	• virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS)	• photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field sketches • cartoons • web tools
5	• relief maps, political maps, topographic maps, choropleth maps, flowline maps, cadastral maps, thematic maps, isoline maps, land use maps, précis maps, special-purpose maps, cartograms, synoptic charts • maps to identify direction, scale and distance, area and grid references, degrees and minutes of latitude and longitude, bearings, aspect, altitude, area, density, contour lines, gradient, local relief	• observing, measuring, collecting and recording data, developing and conducting surveys and interviews • fieldwork instruments such as weather instruments, vegetation identification charts, compasses, clinometers, GPS, GIS or remote sensing	• 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; and to account for change	• virtual maps • satellite images • global positioning systems (GPS) • geographic information systems (GIS) • remote sensing data • augmented reality	• photographs • aerial photographs • illustrations • flow charts • annotated diagrams • multimedia • field and photo sketches • cartoons • mind maps • web tools