The Australian curriculum is being implemented in New South Wales through new syllabuses developed by BOSTES. The new Geography K–10 Syllabus will replace the HSIE K–6 Syllabus and the Geography Years 7–10 Syllabus.

The new Geography syllabus includes agreed Australian curriculum content and content that clarifies learning for Geography from Kindergarten to Year 10. The stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabus identifies knowledge, understanding, skills, values and attitudes students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The Years 7–10 section of the syllabus is designed to be taught within the existing NSW indicative time requirements.

Assessment for learning continues to be an essential component of the Geography K–10 Syllabus.

Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of the syllabus and identified by icons. Teachers may identify additional opportunities for students to learn about these areas.

The structure and many of the features of the current Geography syllabus have been retained, including:

- objectives and outcomes
- content organised in stages from Early Stage 1 to Stage 5.

**WHAT IS SIMILAR?**

Students will continue to:

- investigate the interactions between environments and communities across local to global scales
- experience an inquiry-based approach to learning
- develop an understanding of being informed, responsible and active citizens
- acquire, process and communicate geographical information using geographical tools
- undertake mandatory fieldwork for both Stage 4 and Stage 5
- have an opportunity to study the Geography Elective course in Stage 4 and/or Stage 5.

**WHAT IS DIFFERENT?**

- An emphasis on contemporary geographical concepts such as interconnection and sustainability.
- Flexibility to integrate Australian and global examples in both Stage 4 and Stage 5.
HOW DOES THE SYLLABUS CATER FOR ALL STUDENTS?

The Geography K–10 Syllabus is inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabus.

Students with special education needs can access the Geography K–10 Syllabus outcomes and content in a range of ways, including:

- under regular course arrangements
- with adjustments to teaching, learning and/or assessment experiences.

For some students with special education needs, particularly those with an intellectual disability, Life Skills outcomes and content can provide a relevant and meaningful program.

WHAT IS THE PLAN FOR IMPLEMENTATION?

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015–2016</td>
<td>Familiarisation and planning</td>
</tr>
<tr>
<td>2017</td>
<td>Start teaching Years 7 and 9</td>
</tr>
<tr>
<td>2018</td>
<td>Start teaching Years 8 and 10</td>
</tr>
</tbody>
</table>

WHAT SUPPORT IS BOSTES PROVIDING?

Many existing resources will continue to be useful and relevant. Current units can be modified to meet the requirements of the new syllabus, and some existing units will form the bases of effective programs.

For the first time, the Geography syllabus will be available in an interactive online format. The online Geography syllabus can be viewed by stage, outcomes and content, and provides links to support materials.

Support materials are provided to assist teachers in understanding the syllabus and its associated assessment requirements.

Initial materials

Initial materials released with the syllabus include:

- this guide
- schools guides
- parents guide
- advice on assessment
- advice on programming
- Program Builder.

Additional materials

Additional materials available later in 2015 include:

- sample scope and sequences
- sample units
- sample assessment and activities.

The NSW Department of Education, the Catholic Education Commission NSW, the Association of Independent Schools NSW, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabus.
Features of the Geography Years 7–10 content pages

PLACE AND LIVEABILITY

OUTCOMES
A student:
› locates and describes the diverse features and characteristics of a range of places and environments GE4-1
› explains how interactions and connections between people, places and environments result in change GE4-3
› examines perspectives of people and organisations on a range of geographical issues GE4-4
› explains differences in human wellbeing GE4-6
› acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7
› communicates geographical information using a variety of strategies GE4-8

Related Life Skills outcomes: GELS-1, GELS-3, GELS-4, GELS-6, GELS-7, GELS-8

KEY INQUIRY QUESTIONS
• Why do people’s perceptions of the liveability of places vary?
• What effect does environmental quality and access to services have on people’s wellbeing?
• How can strong community identity and social connectedness enhance the liveability of places?
• What approaches can be used to improve the liveability of places?

CONTENT FOCUS
Students discuss factors that influence people’s perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people’s wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

INFLUENCES AND PERCEPTIONS
Students:
• investigate factors influencing perceptions of the liveability of places, for example:
  – examination of environmental factors that influence perceptions of liveability eg climate, landforms, natural resources VR
  – discussion of human factors that influence perceptions of liveability eg culture, income, employment, crime and safety
  – explanation of ways used to measure, assess or rank the liveability of places eg surveys, liveability index GS
  – development of personal liveability criteria and application to a local place
Features of the Geography Years 7–10 Life Skills content pages

Geography Life Skills outcomes and content:
- are developed from the Geography K–10 objectives
- are selected based on students' needs, interests and abilities.

Students are not required to complete all content to demonstrate achievement of an outcome.

LIFE SKILLS

CHANGING PLACES

OUTCOMES

A student:
- demonstrates an understanding that places and environments change GELS-2
- explores interactions and connections between people, places and environments GELS-3
- explores management of places and environments GELS-5
- collects and uses geographical information for inquiry GELS-7
- communicates geographical information GELS-8

Related Stage 4/5 outcomes: GE4-2, GE4-3, GE4-5, GE4-7, GE4-8, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8

KEY INQUIRY QUESTIONS

- What are urban areas?
- Why do people move to urban areas?
- What are the effects of urbanisation on places and the environment?
- How can urban areas be sustainable for the future?

CONTENT FOCUS

Students examine the features and patterns of urban areas in Australia and other countries. They explore the reasons for internal and international migration patterns and the effect of population movements on places. Students investigate issues related to the management, and future, of urban places.

GEOGRAPHICAL CONCEPTS, SKILLS AND TOOLS

Content including knowledge, understanding, concepts, skills and tools should be integrated to provide meaningful learning experiences for students. Refer to the Overview of teaching and learning.

CONTENT

Urban environments

Students:
- compare the features of an urban area with a rural area
- investigate the features of urban areas eg population, housing and construction, density and range of services and facilities ST M
- identify advantages and disadvantages of urban living eg access to services, employment, crime, pollution, population levels GS
- investigate the location of urban areas throughout Australia M
- compare and contrast urban areas in Australia with another country M GS

Content is optional and is organised by topic linked to the Stage 4 and Stage 5 topics.

Stage 4 and/or Stage 5 outcomes related to Life Skills outcomes are included.

Key inquiry questions provide a focus for teaching and learning.

Geographical concepts, skills and tools provide meaningful learning experiences for students.

The content describes the scope and depth of learning.

Outcomes are coded and linked to content.

Learning across the curriculum content is incorporated and identified by icons.

Opportunities for geographical tools to be integrated are identified.