

A NATIONAL GEOGRAPHY CURRICULUM FOR AUSTRALIA

GEOGRAPHY GOING PLACES ... AND SPACES

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY



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QUESTIONS TO PONDER IN THE WORKSHOP

1. What does it mean when people say that it needs to be a world class, 'state of the art', dynamic, contemporary and relevant geography curriculum for Australian students in the 21st Century?
2. What does such a curriculum in Geography look like?
3. Does the geography curriculum described in the Shape Paper reflect such a geography curriculum

"Geography is a subject which holds the key to our future."

Michael Palin, President, RGS



"We live in a constantly changing and interacting world – geography is the study of how political, economic, social and environmental processes shape, differentiate and change places and regions." Dr Rita Gardner, RGS Director



The question to be asked when reviewing the Australian Curriculum for geography is: "how will it prepare young people in Australia for the 21st Century?".

THE DEVELOPMENT OF THE AUSTRALIAN CURRICULUM FOR GEOGRAPHY IS A ONCE IN A TEACHING LIFETIME OPPORTUNITY TO:

- **EVALUATE OUR GEOGRAPHY COURSES**
- **DEVELOP A 21ST CENTURY GEOGRAPHY CURRICULUM**
- * **PRESENT GEOGRAPHY AS A DYNAMIC, RELEVANT and EXCITING DISCIPLINE FOR STUDENTS**
- * **PROMOTE THE 'BRAND' OF GEOGRAPHY IN THE COMMUNITY**

21st Century geography in our schools

"Children are native to cyberspace, and we, as adults, are immigrants." -

Douglas Rushkoff, author, teacher, and sociologist



"The Australian Curriculum for geography is an unprecedented opportunity to ensure that geography in schools reflects amazing developments in 'neogeography'." (new geography, applied to the usage of geographical techniques and tools used for personal and community activities.)

Dr Peter Hill, ACARA CEO



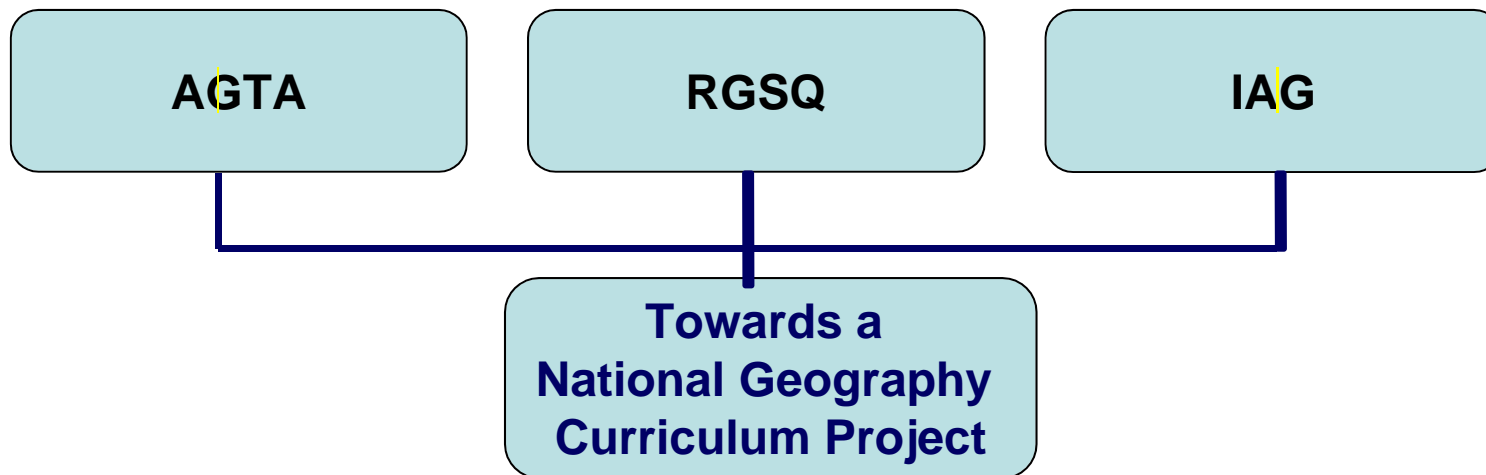
"Spatial technology is the tool of the geographer in the 21st Century."

George Dailey, ESRI US Education Manager



HOW WE HAVE GOT TO THIS STAGE

A reminder about the Towards a National Geography Curriculum Project



Three geographical organisations were involved in leading the project:

- Australian Geography Teachers Association Ltd
- Institute of Australian Geographers Inc
- Royal Geographical Society of Queensland Inc

Towards a National Geography Curriculum for Australia



[Home](#)

[Communications](#) ▶

[Our work](#) ▶

[About us](#) ▶

The 'Towards a national geography curriculum for Australia' project is an initiative of the

- Australian Geography Teachers' Association (AGTA)
- Royal Geographical Society of Queensland (RGSQ)
- Institute of Australian Geographers (IAG)

Background Report

The final *Background Report* has been released. All people who have contributed either through attendance at one of the consultation meetings or through the online feedback pages are thanked for their contributions. The final *Background Report* draws on

- feedback provided through consultation forums held in Brisbane, Sydney, Melbourne and Adelaide during November 2008
- feedback provided through consultation forums held in Brisbane, Sydney, Melbourne, Perth, Adelaide, Canberra, Launceston and Darwin during March to June 2009
- online and paper-based submissions
- previously published journal papers, books, reports and research findings as well as documents prepared by curriculum and assessment bodies in Australia and selected countries.

>> [Download the *Background report* \(1.6 MB PDF\)](#)

Towards a national geography curriculum for Australia Position Paper

Events moved swiftly during June 2009 and the Steering Committee had to finalise its Position Paper without sending it out to the geographical organisations for formal consultation. It therefore carries the rider that it is the view of the Steering Committee. We hope that you will find it a stimulating document that makes a significant contribution to the development of the national geography curriculum.

>> [Download the Steering Committee's *Towards a National Geography Curriculum for Australia* Position Paper \(620 KB PDF\)](#)

How did the Towards the National Geography Curriculum Project progress?

Stage 1: October 2008 – June 2009

1. *A background report, written by three appointed writers*
2. **A Position Paper written by the TNGC Steering Committee and presented to ACARA in May 2009. This paper was used extensively by ACARA as a part of their development of the Australian Curriculum for geography draft Shaping Paper (May 21, 2010)**

The project involved Australia-wide consultation forums in:



ACT

New South Wales

Northern Territory

Queensland

South Australia

Tasmania

Western Australia



CONSULTATION IMPRESSIONS

The project consultation across Australia indicated that there was strong support for a national geography curriculum that is shaped by:

- ❖ content that provides:

- ❖ opportunities to study both physical and human geography
- ❖ flexibility to study core and optional topics
- ❖ an engaging and intellectually challenging study

- ❖ progression of each student's geographical learning appropriate to their level of schooling

continued ...

❖ an inquiry-based approach that investigates key questions about geographical topics at a range of scales

- the application of geographical skills including those using ICT
- the opportunity to link study with the personal world of students
- the development of students' prior knowledge and skills in a way that avoids repetition

The ongoing work of the TNGC Project

Stage 2: June 2009-August 2011?

- Involved in writing, consultation process and lobbying.

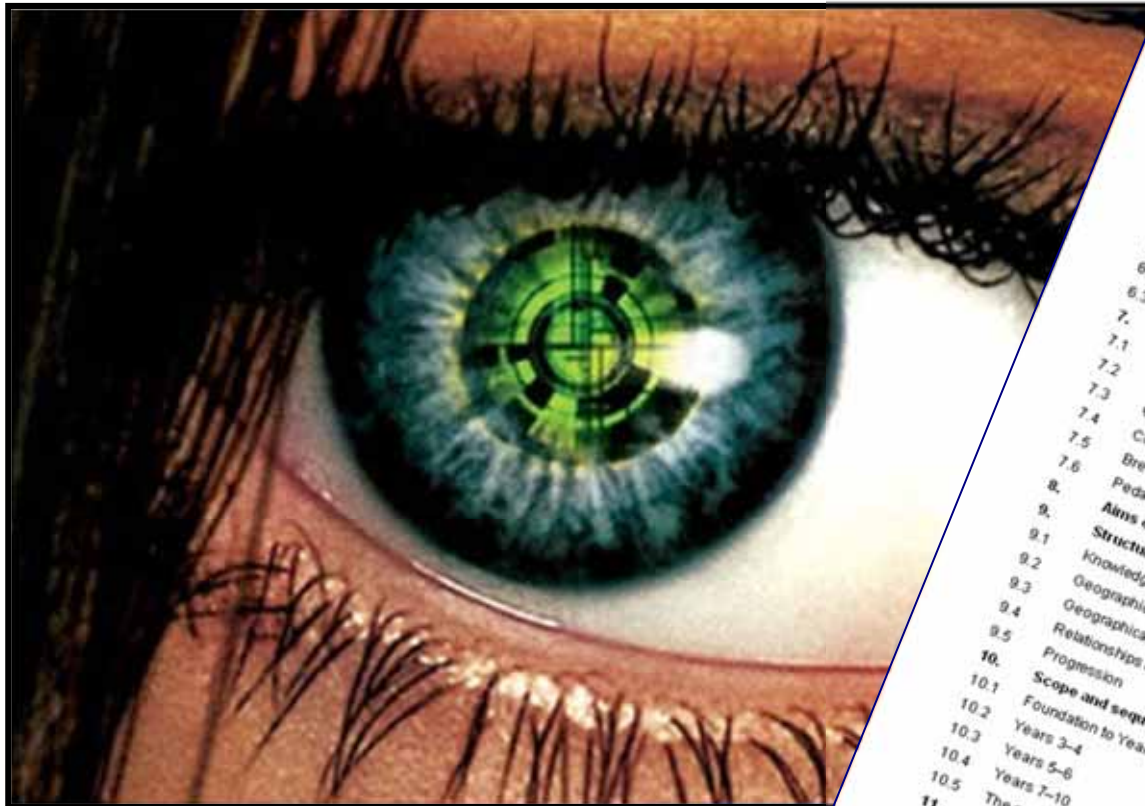
Stage 3: August 2011-December 2014

- Involved in implementation.

GREAT EXCITEMENT IN 2009 WHEN IT WAS ANNOUNCED BY ACARA THAT:

“The new curriculum, to roll out from 2011, starts with English, maths, science and history. The second round (2012) will cover geography, languages and the arts.”

VIEWING GEOGRAPHY CURRICULUM THROUGH THE LENS OF 21ST CENTURY



SHAPE OF THE AUSTRALIAN CURRICULUM: GEOGRAPHY

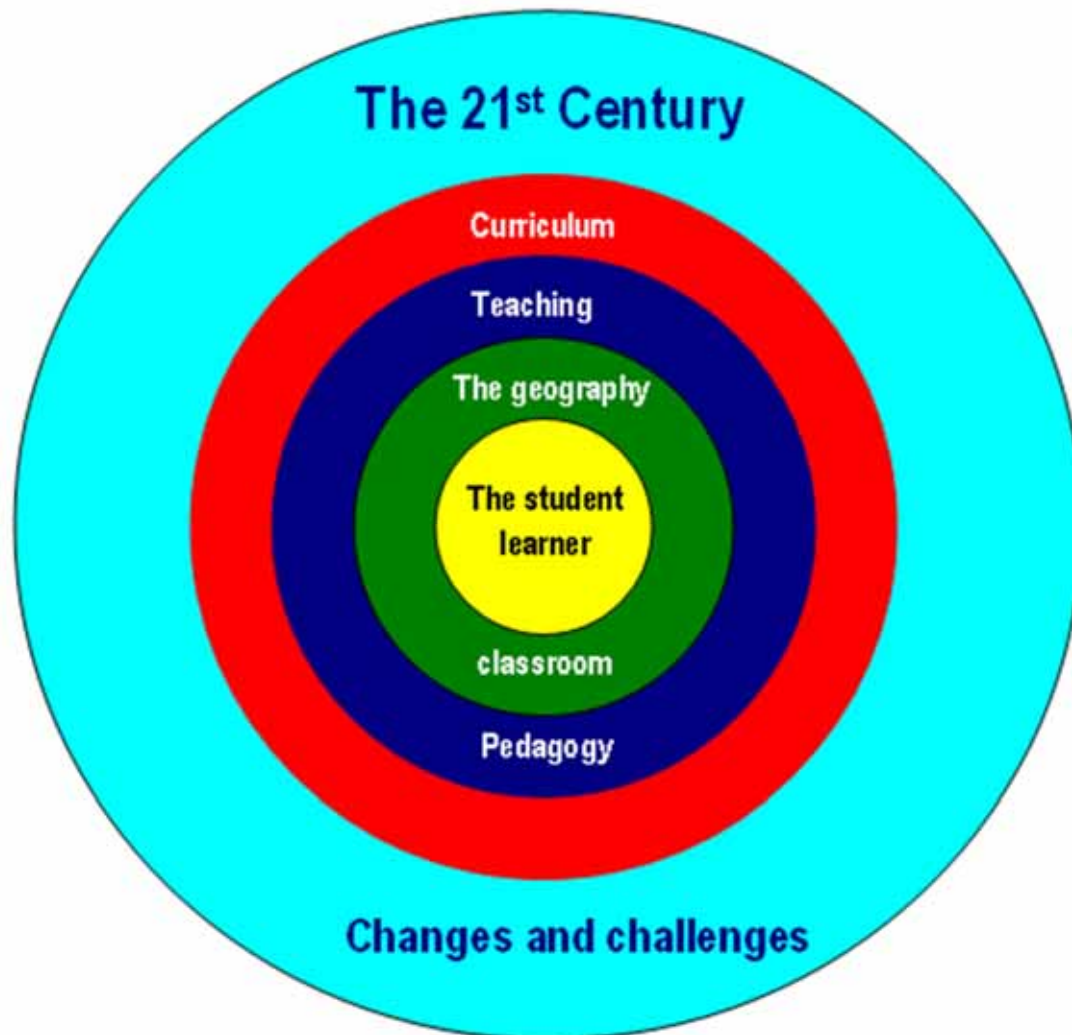
Contents

1. Purpose
2. Introduction
3. Geographical perspectives
4. General capabilities
5. Cross-curricular priorities
 - 6.1 Aboriginal and Torres Strait Islander histories and cultures
 - 6.2 Sustainability
 - 6.3 Asia and Australia's engagement with Asia
7. **Other considerations**
 - 7.1 Key terms
 - 7.2 Equity and opportunity
 - 7.3 Connections to other learning areas
 - 7.4 Clarity of the curriculum
 - 7.5 Breadth and depth of study
 - 7.6 Pedagogy
8. **Aims of the Foundation to Year 12 geography curriculum**
9. **Structure of the geography curriculum**
 - 9.1 Knowledge and understanding
 - 9.2 Geographical inquiry
 - 9.3 Geographical skills
 - 9.4 Relationships between the strands
 - 9.5 Progression
10. **Scope and sequence of the geography curriculum**
 - 10.1 Foundation to Year 2
 - 10.2 Years 3–4
 - 10.3 Years 5–6
 - 10.4 Years 7–10
 - 10.5 The senior secondary years
11. **Conclusion**
 - References

It is becoming increasingly obvious to many that the 'factory style' of education which was developed in the 19th Century for the requirements of the Industrial Age is not suited to the information rich interconnected globalised world of the 21st Century.



Can our education system developed in the 20th century continue to educate effectively the 21st Century citizen? The literature says 'no' because the needs of the 21st Century learner are vastly different in this changing world and that teachers and their pedagogy, curriculum, schools and systems need to change.



Presumption

The nature of the 21st Century and particularly computers are changing the way students learn.

Often they will find out things through the computer that their teacher will know little about.

They will have a different view about knowledge and learning.



Knowledge is important, but because of time constraints it must be chunks of deep learning, not vast swathes of shallow learning."

<http://wiki.bath.ac.uk/display/charlescornelius/A+Curriculum+for+the+21st+Century>

The 21st Century learner?

“Today we must see learners in a new context”

They require and expect:

- not to have to learn knowledge “by rote”. They recognize that knowledge is important but don’t expect to learn chunks of deep knowledge
- to learn the skills of knowledge acquisition, analysis and synthesis
- real world competencies through their learning
- the freedom to personalise/customise their learning/tasks to meet their personal needs
- their learning to be flexible, self reliant and autonomous
- new technologies to be available to support their learning and collaborative work in the real and virtual space
- the opportunity to study in depth a topic/issue they find of interest
- connectivity with their life and their learning experiences

They are interested in:

- real stories
- issues of social justice
- connecting with others in the real and virtual space
- using current technology to learn – in particular to enhance connectivity
- being active citizens and make a difference
- embracing cross-cultural competencies – sensitivity to other cultures
- greenness and sustainability through real ecologically responsible acts
- being global in outlook – citizens of the world
- customising their education to their needs – personal pathways
- being a resourceful learner, curious, enquiring, community relevant and learning beyond the school day

What does a 21st Century curriculum look like?

“Schools in the 21st Century will be faced with a project-based curriculum for life aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter.”

- flexible
- range of ‘non-traditional’ literacies i.e. visual, financial, health, media, environmental, spatial etc
- develops cultural literacy and intercultural understanding
- is thematic in nature, providing guidance via the provision of ‘big ideas’ and ‘essential questions’, instead of discrete content alone
- the lens of sustainability

21st Century curriculum continued

- builds relationships with others to pose and solve problems
- is inquiry based
- relates to the community and interact in a meaningful way
- focus on the citizenship capacity of the individual
- is global in treatment-
- enables creativity in thought and action
- recognises a variety of ways to demonstrate knowledge and skills
- challenges students to inquire as to possible futures
- stimulates student curiosity and inquisitiveness

The 21st Century classroom should:

- provide project-based activities for students to work in teams and independently.
- be an environment for active learning with the ability to be spontaneous in response to events and student interests.
- provide students with the opportunity to solve problems and be active “solution-seekers” using the latest technology.
- create an environment of unfinished business so that students remain curious and inquisitive
- provide the opportunity for students to connect with the community, and each other
- Link with others around the world (real and virtual)

21st Century classroom continued

- involve learning that encourages empathy and understanding
- have critical analysis and synthesis as a mode of problem solving
- be creative and encouraging of lateral thinking
- be dynamic and flexible, able to respond to change in situation, events and circumstances
- develop all modes of communication skills for students
- be as “real” as possible, always looking for links with the world outside the classroom – the walls of the classroom to be as porous as possible. Such porosity would include service learning, fieldwork etc



DOING THINGS DIFFERENTLY IS ALWAYS A CHALLENGE!



EXPLORING 21ST CENTURY GEOGRAPHY

AGTA CONFERENCE, ADELAIDE JANUARY 2011



EXPLORING 21ST GEOGRAPHY CURRICULUM

TECHNOLOGY IN GEOGRAPHY

SPATIALWORLDS

WHAT IS 21ST
CENTURY
GEOGRAPHY?

GIS SKILL DEVELOPMENT COURSE

ESRI Australia

GEOTECHNOLOGY
RESOURCE

GEOGRAPHY INTERNET LINKS

21ST CENTURY
RESOURCES AND
AUDIT

GIS AND PHYSICAL GEOGRAPHY

GIS AND HISTORICAL GEOGRAPHY

GEOGRAPHY
CURRICULUM
AROUND THE WORLD

PROJECT DEVELOPMENT

SAMPLE GIS PROJECTS

TEACHING SUPPORT

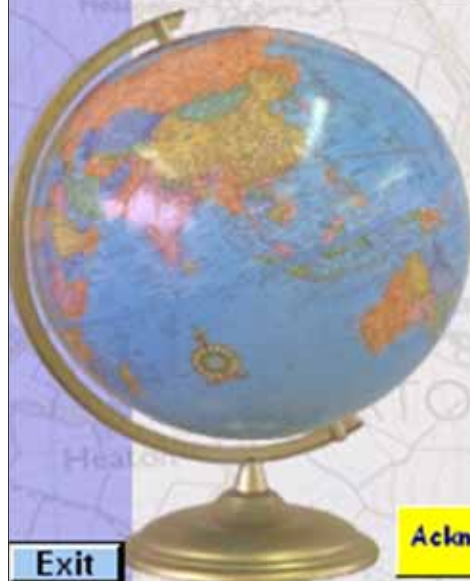
Acknowledgement

Conditions of use

RESOURCES AVAILABLE

Exit

SEDA, a co-operative initiative since 1998 between universities, the GTASA and the Spatial Industry in South Australia.



Timeline – Geography

Stage	Activity	Timeline
Curriculum Framing	Geography Reference Group develop framing statement	August-October, 2009
Curriculum Development	<p>Process for development of curriculum documents</p> <p>Step 1 – Lead writer and Advisory panel established to write The Shape of the Australian Curriculum: Geography paper</p> <p>Step 2 – 1st draft to ACARA Board March, 2010</p> <p>Step 3 – June 21st, 2010 Shape Paper released</p> <p>Step 4 – Post August 2010: Writers and Advisory group appointed to develop scope and sequence</p>	December 2009 – August 2011
Consultation	<p>Initial Consultation Forum on March 29th, 2010</p> <p>Consultation on Shape Paper closes on August 27th, 2010</p> <p>Consultation process to be developed for 2011</p>	March 29 th 2010 - 2011
Publication and trialing	<p>Digital publication</p> <p>Trial schools identified in December 2010</p>	June-September 2011
Implementation	Pilot schools in 2012	From January 2012

→ Curriculum

→ Development of the
Australian curriculum

→ Phase 1 - The Australian
Curriculum

→ Phase 2 – The Australian
Curriculum

→ Phase 3 - The Australian
Curriculum

→ General Capabilities

→ Cross curriculum
perspectives

→ Consultation

→ Consultation process

→ Resources

→ Links

Consultation

Consultation is an important element of the curriculum development process. ACARA encourages feedback from all people interested in the future of education during key consultation stages. When curriculum documents are available for feedback, they can be accessed at the [Australian Curriculum website](#).

This page provides information on:

- [The consultation process](#)
- [Consultation feedback and actions](#)

The consultation process

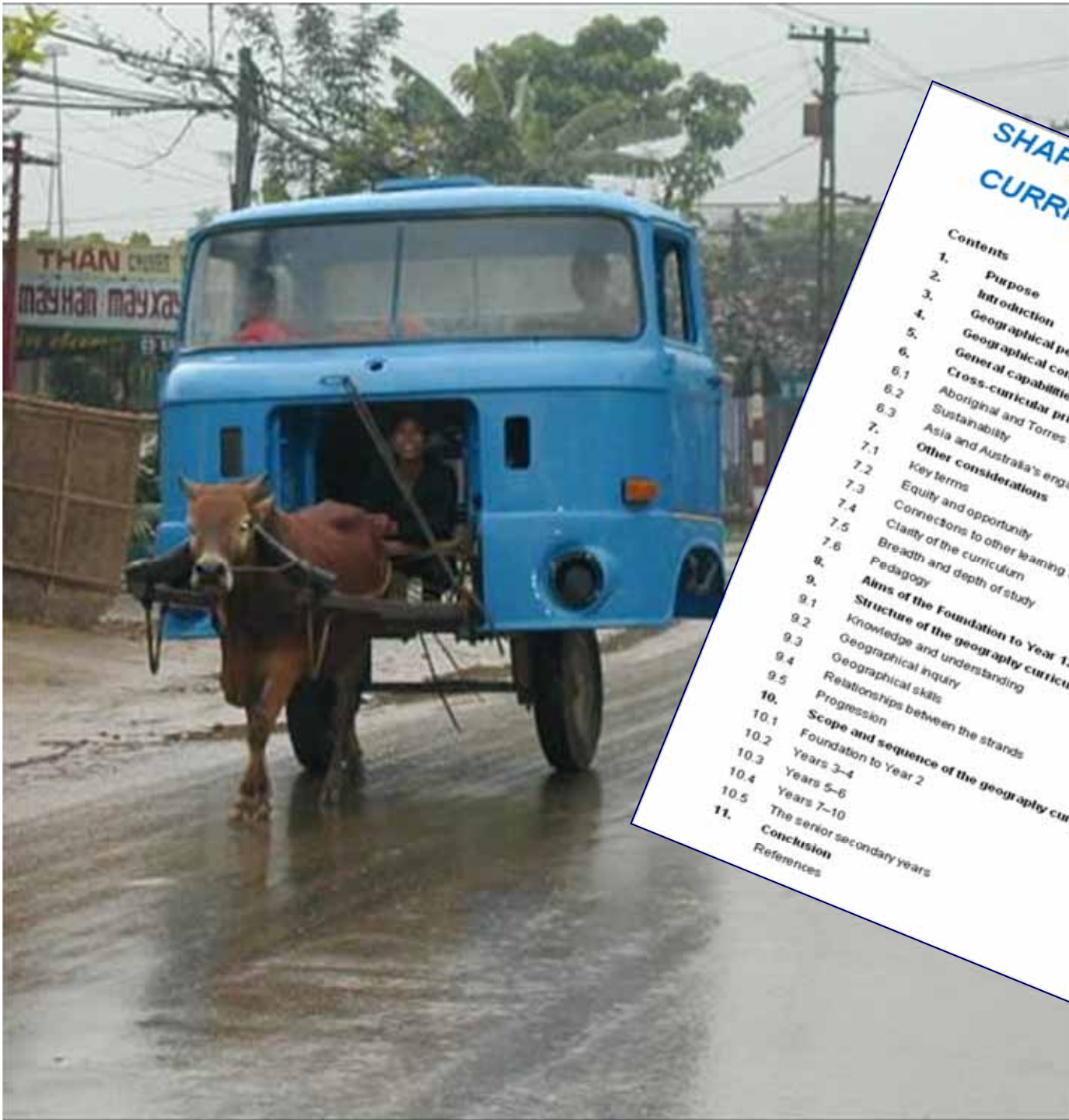
Consultation plays an integral role in establishing the directions for the design and development of the curriculum. Feedback is sought from a range of people and organisations, including education authorities, parent bodies, professional education associations, academics and business, industry and community groups.

In developing the Australian Curriculum to date, there has been substantial consultation about:

- The *Shape of the Australian Curriculum* overall and for English, mathematics, science and history
- The draft K-10 (now Foundation to Year 10) Australian Curriculum for English, mathematics, science and history.

Consultation opportunities include:

- public consultation through the Australian Curriculum website with web surveys and written submissions
- state/territory consultation forums involving teachers, academics, authorities and associations
- national panel meetings involving a range of 'experts' – teachers, academics, authorities and associations



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- 6.3 Asia and Australia's engagement with Asia
7. Other considerations
- 7.1 Key terms
- 7.2 Equity and opportunity
- 7.3 Connections to other learning areas
- 7.4 Clarity of the curriculum
- 7.5 Breadth and depth of study
- 7.6 Pedagogy
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- 9.2 Geographical inquiry
- 9.3 Geographical skills
- 9.4 Relationships between the strands
- 9.5 Progression
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- 10.2 Years 3–4
- 10.3 Years 5–6
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Shape Paper for the Australian Curriculum: Geography

Is to be the basis of planning, teaching and assessment of geography in schools.



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Hotspots during the development of the paper

- What is Geography?
- What does Geography in schools look like?
- Defining the term environment
- The balance between physical and human geography
- The content v's process debate
- How important is the spatial concept in comparison to the concept of place?
- The degree of focus on sustainability in geography
- Spatial technology and it's use as a core issue
- The uniqueness of the *inquiry process* in geography
- Should knowledge and understanding be separated as strands?

"I like geography. I like to know where places are." [Tom Felton](#)



Geography is.....

Geography is the investigation and understanding of the places that make up our world. It is described as 'the why of where'. Places are specific areas of the Earth's surface, and can range from a locality to a country to a major world region. Geography answers our questions about why there are particular environmental and human characteristics; how and why these characteristics vary from place to place, how places are connected and how and why they are changing. Geography examines these questions at all scales from the local to the global and over time periods that range from a few to thousands of years. It also looks forward, and explores ways of influencing and managing the future of places including their environmental, economic and social sustainability.

From the ACARA Shape Paper for geography

I get to go to overseas places, like Canada. — [Britney Spears](#)





There is more to geography than meets the eye!!

"The purpose of geography is to provide 'a view of the whole' earth by mapping the location of places."

Ptolemy (83 AD – 161 AD) Greek Mathematician, Geographer, Astronomer, and Astrologer

"If geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world."

Richard Burton (1821 - 1890) to the Royal Geographical Society.

British explorer, translator, writer, soldier, orientalist, ethnologist, linguist, poet, hypnotist, fencer and diplomat.



GEOGRAPHICAL PERSPECTIVES

- Geographers use three complementary perspectives in their investigation of the world; place, space and environment.
- Geography includes much more than the investigation of individual places. It also involves the study of the biophysical environment, the relationships between people and that environment, the spatial distribution of phenomena across the surface of the earth, and the connections and interactions between people and environments in different places.

GEOGRAPHICAL CONCEPTS

- change
- distance
- diversity
- interaction
- interdependence
- landscape
- location
- pattern
- perception
- place
- process
- proximity
- relationship
- risk
- scale
- space
- spatial distribution
- sustainability
- system

In the Australian Curriculum:
Geography, the term **environment**,
where unqualified, means the living
and non-living elements of the earth's
surface and atmosphere.

Field work is any study undertaken
outside the classroom, and could
be within the school grounds,
around the neighbouring streets, or
in more distant locations.

The aims of the Australian Curriculum: Geography for students are:

- developing a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- enabling them to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- enabling them to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places

Aims of the AC geography continued

- developing their ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies); reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways
- making them confident and creative users of geographical skills, and enable them to use these skills to extend their knowledge; make sense of new situations, and solve problems.

“Without geography you’re nowhere.”

Jimmy Buffet, singer, songwriter and author



Program development and pedagogical considerations

The Australian Curriculum: Geography should:

- involve field work at all stages
- be constructed to allow time and scope for inquiry based learning
- should be engaging and intellectually challenging
- focus on depth of understanding rather than breadth of content
- be supported by forms of assessment that enable students to demonstrate their knowledge of skills and how to apply them
- not be value-free as values and attitudes cannot be divorced from the content

Program development and pedagogical considerations continued

- teach students how to use scale in the exploration of questions
- avoid prescribing specific case studies that all students must do
- identify those places and countries that are important to the area in which their school is located
- provide opportunities for teachers to connect with young people's present and future lives
- challenge and excite students with content that might be beyond their immediate horizon
- make students aware that knowledge can be contested and is dynamic

Program development and pedagogical considerations continued

- Encourage the use of 21st Century spatial technology
- allow teachers the flexibility to incorporate topical and current events
- Integrate and reflect the Australian Curriculum General Capabilities and Cross Curriculum Priorities

General Capabilities	Cross Curriculum Priorities
<ul style="list-style-type: none"> •Literacy •Numeracy •Information and communication technology (ICT) competence •Critical and creative thinking •Ethical behaviour •Personal and social competence •Intercultural understanding 	<ul style="list-style-type: none"> •Aboriginal and Torres Strait Islander histories and cultures •<i>Sustainability</i> •Asia and Australia's engagement with Asia

STRUCTURE OF THE GEOGRAPHY CURRICULUM

Two strands: Geographical knowledge and understanding & Geographical inquiry and skills

Geographical knowledge and understanding	Geographical inquiry and skills
<ul style="list-style-type: none">•Geographical knowledge is the facts, generalisations, principles, theories, models and explanatory frameworks developed in geography to explain the spatial distribution of and relationships between the characteristics of places.•Geographical understanding is the ability to see the relationships between items of knowledge; to construct explanatory frameworks and models to show these relationships, and to weave them into an integrated whole.	<ul style="list-style-type: none">•Geographical inquiry is about the methodologies that geographers use to find new knowledge, or knowledge that is new to them, and the ways that they attempt to understand and explain what they have observed.•Geographical skills are the techniques and tools that geographers use in a geographical inquiry.

The content to be studied in the geographical knowledge and understanding strand should, wherever possible, be expressed as key ideas that students should understand and be able to explain i.e. weather can be a hazard, but the risks can be reduced through human adjustment to the conditions presented.

Geographical inquiry and skills

Developing a geographical question

- observation can lead to questions for investigation

Planning a geographical inquiry

- some geographical features can be explained by cause and effect relationships with other places

Collecting, evaluating and managing information

- primary and secondary data must be evaluated for their accuracy and bias before being analysed
- obtain and use Census data to describe the growth, movement and characteristics of the populations of places
- evaluate the reliability of the information collected in a survey

Making sense of the information

- mapping the spatial distribution of a characteristic can be a first step in developing an understanding of that characteristic and suggesting possible causal relationships
- interpret a map of the spatial distribution of rainfall
- interpret a synoptic chart and use it to forecast the weather

Communicating

- each type of communication has conventions that should usually be followed for communication to be effective
- represent the climate of a place by a graph of average monthly temperature and precipitation

Planning and implementing actions

- finding a way of resolving a problem depends on an understanding of the causes of that problem

Reflecting on the investigation

- each investigation should be evaluated for what has been learned about the topic investigated and what has been learned about the process of investigation

The curriculum content to be studied in the geographical inquiry and skills strand could be listed under the headings in this example, as these identify each step in the inquiry process.

Curriculum progression

The Australian Curriculum: Geography should be structured to produce the following types of progression through the school years:

- from the description of phenomena to their analysis and explanation
- from observation to investigation, analysis, decision making, evaluation and reflection
- from places and topics that are known to those that are increasingly beyond the student's experience
- from a simple to a more complex knowledge of the process of geographical inquiry
- from the use of only a few to a growing number of concepts, and a deeper understanding of these concepts
- an increasing number of ways of explaining
- increasing levels of abstraction
- involvement with values that become more contested
- an increasingly more critical approach to evidence and knowledge.

Scope and sequence

Although the curriculum will be developed year by year, the shape paper provides a guideline across five groups of years:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–4: typically students from 8 to 10 years of age
- Years 5–6: typically students from 10 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Years 11–12: typically students from 15 to 18 years of age

Core ideas

- Foundation to Year 10, has two sets of core ideas about specific characteristics, through which students will cumulatively learn about the basic patterns, processes and principles that explain the geography of their world.
- One set focuses on the environmental characteristics of places, but also explores related human themes
- the other focuses on their human characteristics, but also explores environmental themes.

There is a thematic approach across Foundation – Year 6;

- * local (Years F-2): curriculum focus is on geographical awareness; on exploring the geographies of children’s lives and of places near and far.
- * national (Years 3-4): curriculum focus is on becoming engaged in geographical investigations of places, environments and spatial patterns.
- * global (Years 5-6): curriculum focus is on geographical investigation leading to involvement.

Year Group	Environmental Characteristics	Human Characteristics
Foundation – Year 2	Environments and living creatures	Places – characteristics and change
Years 3–4	Landforms and environmental change	Population and culture – rural and urban
Years 5-6	Environmental risks and management	Challenges and connections - neighbouring countries

The shape paper contains suggested topics from F-10 to teach the core ideas (Environmental and Human Characteristics) of the geographical knowledge and understanding strand i.e. environmental consequences of urban development, personal travel and household consumption (Year 5-6 Environmental Characteristics).

The work of the curriculum writers will be to develop suggested topics that can be used to teach the core ideas, and other topics that can be used to extend and apply these ideas.

However it will be important during the curriculum writing process that teachers should be free to choose their own case studies to teach the topics.

Year Group	Environmental Characteristics	Human Characteristics
7	Weather and water	People
8	Biotic life	Settlement
9	Landscapes and resources	Livelihood and lifestyles
10	Environmental sustainability	Human wellbeing

Senior Years Geography

Proposed that there be one geography course, consisting of four units.

Unit 1: Global land cover change and its effects on the environment

Unit 2: Human geography

Unit 3: Futures orientation

Unit 4: Environmental geography

CONCLUSION

The Australian Curriculum: Geography; will be designed to give young Australians the geographical understanding needed to make sense of their own world, an appreciation of the diversity, complexity and interdependence of places and their peoples, and a set of skills that will be useful in their future life. It will give them a knowledge of both Australia and of the world, and of significant trends and issues that will affect their lives. Above all, they will learn how to think geographically, how to find and evaluate new geographical knowledge, and how to be critical users of this knowledge in their adult life.

How does the Shape Paper shape up as a 21st Century Curriculum of world class quality?

21 st Century criteria for geography	Rating 0-10 10 being highly achieved
Use of Creativity and lateral thinking	
Challenging with <u>rigour</u>	
Global perspectives and interdependencies are frequently examined	
Flexible and outcomes based, not content acquisition based	
Encourages spontaneity to address current happenings	
Inquiry focused using inquiry methods as often as possible	
Project based to enable customized and personalized tasks	
Strong links with the community – porous classroom walls	
Authentic and meaningful learning relevant to the students world and future needs	
Experiential in nature – opportunity for fieldwork and practical applications of theory	
Wide range of literacy's addressed: visual, cultural, spatial, media etc	
Promotion intercultural understanding and cultural empathy	
Citizenship focus incorporating the concept of active citizenship	
The opportunity to work in teams to develop social competency	
Technology currency – use of current technologies, including spatial technologies	
Identification of the 'big ideas' in geography and 'essential questions' for students to explore	
Opportunities for critical analysis	
Use of a diversity of communication skills	
The lens of sustainability is evident in all areas of learning	
The capacity to be autonomous as learners with initiative and self-direction	
linking to other learning areas in terms of content and practice	
Using problem solving and solution seeking	
Opportunities to go deep into a topic/issue and not being primarily concerned with shallow coverage	
Clearly articulated and achievable standards	

Towards a National Geography Curriculum for Australia



[Home](#)

[Communications](#) ▶

[Our work](#) ▶

[About us](#) ▶

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- previously published journal papers, books, reports and research findings as well as documents prepared by curriculum and assessment bodies in Australia and selected countries.

>> [Download the *Background report* \(1.6 MB PDF\)](#)

Towards a national geography curriculum for Australia Position Paper

Events moved swiftly during June 2009 and the Steering Committee had to finalise its Position Paper without sending it out to the geographical organisations for formal consultation. It therefore carries the rider that it is the view of the Steering Committee. We hope that you will find it a stimulating document that makes a significant contribution to the development of the national geography curriculum.

>> [Download the Steering Committee's *Towards a National Geography Curriculum for Australia* Position Paper \(620 KB PDF\)](#)

Keeping in touch with AGTA

Australian Geography Teachers Association (Ltd)

Welcome to the homepage of AGTA

Home

AGTA Board

About AGTA

Geography news

Geography resources

Geographical Education

AGTA conference presentations

Geography careers

Aust Geography Competition

Geography discussions

AFSSSE



AGTA News

AGTA Conference 2011

National Geography Curriculum

Standards for Geography teaching

agta 2011
Australian Geography Teachers' Association
January 10 - 13 2011
Geography Going National
Scotch College Adelaide South Australia • agta2011@scotch.sa.edu.au • www.agta.asn.au

Register now

Affiliates

GTANSW

GTAV

GTAQ

GTASA

GAWA

TGTA

Affiliate Conferences

Contact AGTA Secretary
Rebecca Nicholas
12/30-32 The Esplanade
Clifton Hill VIC 3068
Phone: (04) 0012 1311

<http://www.agta.asn.au/>

Feedback on the ACARA and the TNGC websites

<http://www.acara.edu.au/>

<http://www.australiancurriculum.edu.au/home/>

The screenshot shows the ACARA website's 'Consultation' page. The header includes the ACARA logo and navigation links: Home, About us, Curriculum, Assessment, Reporting, News & Media, and Tenders. A search bar is located on the right. The main content area is titled 'Consultation' and contains the following text:

Consultation is an important element of the curriculum development process. ACARA encourages feedback from all people interested in the future of education during key consultation stages. When curriculum documents are available for feedback, they can be accessed at the Australian Curriculum website.

This page provides information on:

- The consultation process
- Consultation feedback and actions

The consultation process

Consultation plays an integral role in establishing the directions for the design and development of the curriculum. Feedback is sought from a range of people and organisations, including education authorities, parent bodies, professional education associations, academics and business, industry and community groups.

In developing the Australian Curriculum to date, there has been substantial consultation about:

- The Shape of the Australian Curriculum overall and for English, mathematics, science and history
- The draft K-10 (now Foundation to Year 10) Australian Curriculum for English, mathematics, science and history

Consultation opportunities include:

- public consultation through the Australian Curriculum website with web surveys and written submissions
- state/territory consultation forums involving teachers, academics, authorities and associations
- national panel meetings involving a range of "stakeholders" – teachers, academics, authorities and associations

www.ngc.org.au

The screenshot shows the Australian Curriculum website's home page. The header includes the Australian Curriculum logo and a search bar. The navigation menu includes: Home, Overview, Curriculum, General capabilities, Cross-curriculum priorities, FAQs, and Consultation. The main content area is titled 'Welcome to the Australian Curriculum online' and contains the following text:

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

Getting started

The screenshot shows the 'Towards a National Geography Curriculum for Australia' website. The header includes the title and a navigation menu: Home, Communications, Our work, and About us. The main content area is titled 'Towards a national geography curriculum for Australia' and contains the following text:

The Towards a national geography curriculum for Australia project is an initiative of the:

- Australian Geography Teachers' Association (AGTA)
- Royal Geographical Society of Queensland (RGSQ)
- Institute of Australian Geographers (IAG)

Background Report

The final Background Report has been released. All people who have contributed either through attendance at one of the consultation meetings or through the online feedback pages are thanked for their contributions. The final Background Report draws on:

- feedback provided through consultation forums held in Brisbane, Sydney, Melbourne and Adelaide during November 2008
- feedback provided through consultation forums held in Brisbane, Sydney, Melbourne, Perth, Adelaide, Canberra, Launceston and Darwin during March to June 2009
- online and paper-based submissions
- previously published journal papers, books, reports and research findings as well as documents prepared by curriculum and assessment bodies in Australia and selected countries.

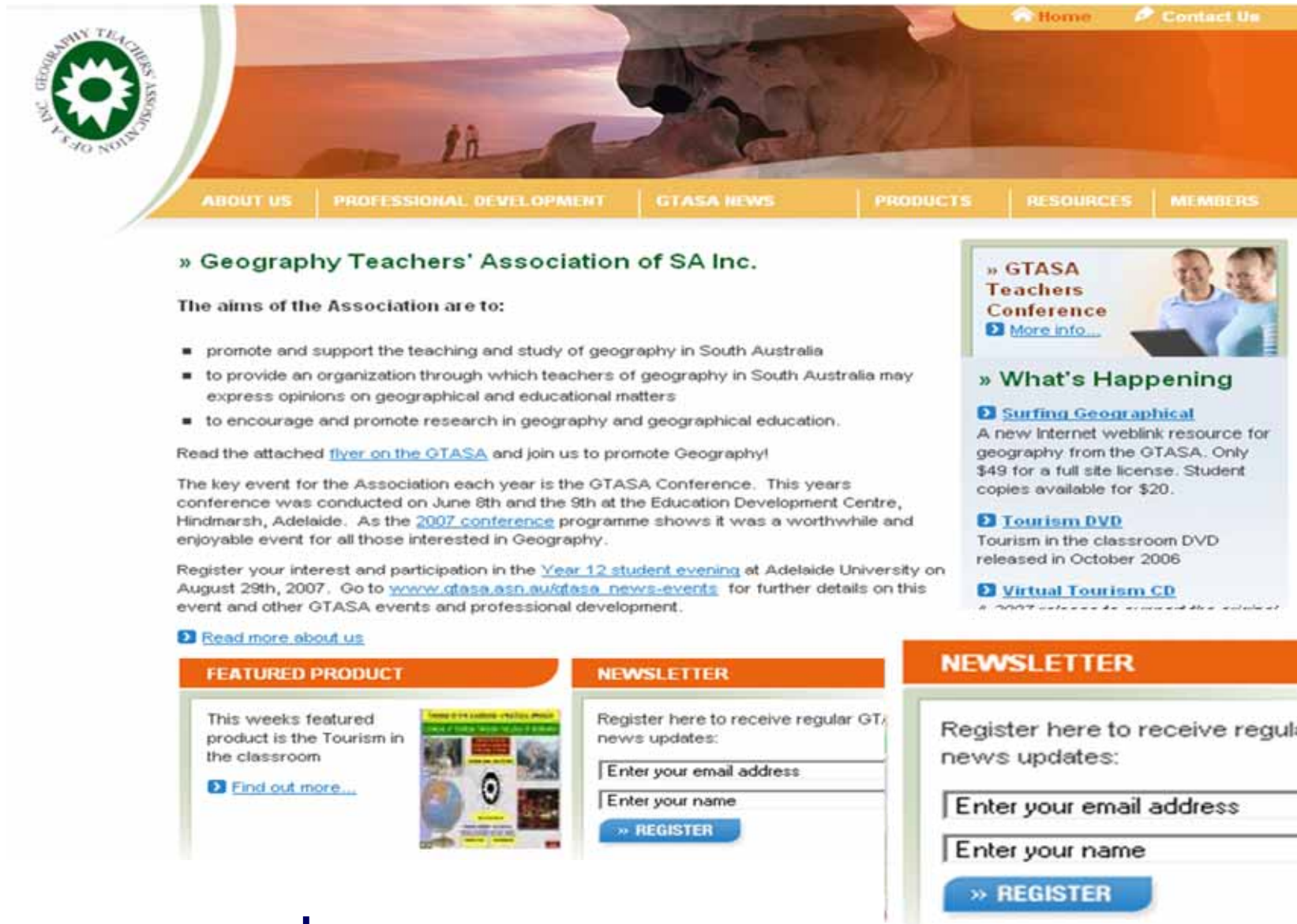
Download the Background report (1.8 MB PDF)

Towards a national geography curriculum for Australia Position Paper

Events moved swiftly during June 2009 and the Steering Committee had to finalize its Position Paper without sending it out to the geographical organisations for formal consultation. It therefore carries the rider that it is the view of the Steering Committee. We hope that you will find it a stimulating document that makes a significant contribution to the development of the national geography curriculum.

Download the Steering Committee's Towards a National Geography Curriculum for Australia Position Paper (820 kB PDF)

REGISTER ON THE GTASA WEBSITE



The screenshot shows the homepage of the Geography Teachers' Association of SA Inc. (GTASA). The header features the association's logo on the left and navigation links for Home and Contact Us on the right. Below the header is a main menu with links for About Us, Professional Development, GTASA News, Products, Resources, and Members. The main content area includes a welcome message, the association's aims, a list of activities, and information about the 2007 conference. A sidebar on the right highlights the GTASA Teachers Conference and lists recent news items like 'Surfing Geographical', 'Tourism DVD', and 'Virtual Tourism CD'. At the bottom, there are three registration sections: 'Featured Product' for 'Tourism in the classroom', and two 'Newsletter' sections for receiving regular news updates, each with an email address and name field and a 'REGISTER' button.

» Geography Teachers' Association of SA Inc.

The aims of the Association are to:

- promote and support the teaching and study of geography in South Australia
- to provide an organization through which teachers of geography in South Australia may express opinions on geographical and educational matters
- to encourage and promote research in geography and geographical education.

Read the attached [flyer on the GTASA](#) and join us to promote Geography!

The key event for the Association each year is the GTASA Conference. This years conference was conducted on June 8th and the 9th at the Education Development Centre, Hindmarsh, Adelaide. As the [2007 conference](#) programme shows it was a worthwhile and enjoyable event for all those interested in Geography.

Register your interest and participation in the [Year 12 student evening](#) at Adelaide University on August 29th, 2007. Go to www.gtasa.asn.au/gtasa_news-events for further details on this event and other GTASA events and professional development.

[» Read more about us](#)

» GTASA Teachers Conference
[» More info...](#)

» What's Happening

- [» Surfing Geographical](#)
A new Internet weblink resource for geography from the GTASA. Only \$49 for a full site license. Student copies available for \$20.
- [» Tourism DVD](#)
Tourism in the classroom DVD released in October 2006
- [» Virtual Tourism CD](#)

FEATURED PRODUCT

This weeks featured product is the Tourism in the classroom

[» Find out more...](#)

NEWSLETTER

Register here to receive regular GTASA news updates:

[» REGISTER](#)

NEWSLETTER

Register here to receive regular GTASA news updates:

[» REGISTER](#)

www.gtasa.asn.au

WEDNESDAY, SEPTEMBER 23, 2009

National Geography Curriculum keeps moving forward



[Spatialworlds website](#)

Picture descriptions:
Images: AGTA at work

Adelaide, Australia: S: 34° 55' E: 138° 36'

Things have been moving forward over recent months in relation to the development of a national geography curriculum in Australia. The Australian Curriculum, Assessment and Reporting Authority ([ACARA](#)) process is well underway and on track to implement the national geography curriculum into Australian schools from 2012. This article will give a brief background to the work of the '[Towards a National Geography Curriculum' project](#) in 2008 and 2009 and the on-going work of ACARA in developing a national geography curriculum for Australian schools.

The 'Towards a National Geography Curriculum' project

As you would be aware the 'Towards a National Geography Curriculum' project was established in October 2009 to inform ACARA of the views of geographers around Australia prior to the commencement of ACARA's work to develop a national geography curriculum. The project involved the Australian Geography Teachers' Association ([AGTA](#)), Institute of

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 - ▶ Mar 2009 (1)
 - ▶ Apr 2009 (2)
 - ▶ May 2009 (2)
 - ▶ Jun 2009 (2)
 - ▶ Jul 2009 (3)
 - ▶ Aug 2009 (2)
 - ▼ Sep 2009 (4)
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- ▶ Nov 2009 (3)
- ▶ Dec 2009 (1)
- ▶ 2010 (16)