**Continuum of Concepts – Geography**

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| **Stage** | **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 |
| **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 & the special connection Aboriginal & 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 | * Settlements 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 & environments * Influence of people's values on the management & protection of places & environments & the custodial responsibilities of Aboriginal & TSI people | * 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 |

**Continuum of Skills – Geography**

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| **Stage** | **Acquiring Geographical Information** | **Processing Geographical Information** | **Communicating Geographical Information** |
| **ES1** | * Pose questions and make observations * Record geographical data and information | * Represent data using charts or graphs * Draw conclusions based on discussions of observations | * Present information      * Reflect on their learning |
| **1** | * Pose geographical questions * Collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations | * Represent data by constructing tables, graphs or maps * Draw conclusions based on the interpretation of geographical information sorted into categories | * Present findings in a range of communication forms * Reflect on their learning and suggest responses to their findings |
| **2** | * Develop geographical questions to investigate * 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 | * Represent data by constructing tables, graphs and maps * Represent information by constructing large-scale maps that conform to cartographic conventions, using spatial technologies as appropriate * Interpret geographical data to identify distributions and patterns and draw conclusions | * Present findings in a range of communication forms * Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal |
| **3** | * Develop geographical questions to investigate and plan an inquiry * 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 | * Evaluate sources for their usefulness * Represent data in different forms, for example, plans, graphs, tables, sketches and diagrams * Represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate * 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 | * Present findings and ideas in a range of communication forms as appropriate * 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 |

**Continuum of Tools – Geography**

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| **Stage** | **Maps** | **Fieldwork** | **Graphs and Statistics** | **Spatial Technologies** | **Visual Representations** |
| **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 |