**Geography Inquiry Planner: Incorporating Learning Design & the Australian Curriculum Year \_\_\_\_\_ Inquiry unit**

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| **What do we want them to learn?** | **How will we know if they’ve learnt it?** |
| **Big Idea:**  | **AC Key Inquiry Questions:**  | **Assessment for Learning**

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| **Learning Expectations**Clarifying and sharing learning intentions and criteria for success |
| **Questioning**Engineering effective discussions, questions and learning tasks that develop deep understanding and elicit evidence of learning |
| **Feedback**Providing feedback that moves learners forward. (Meaningful & timely) |
| **Self-Assessment**Activating students as the owners of their own learning.  |
| **Peer Assessment**Actively engaging students as instructional resources for one another in learning and reflection. |

**TfEL Domains:** **Intellectual Change****2.4**- Challenge students to achieve high standards with appropriate support**4.4**- Communicate learning in multiple modes**Formative Assessment****2.1**- Develop democratic relationships**2.3**- Negotiate learning**3.4**- Promote dialogue as a means of learning**4.1**- Build on learners’ understandings**4.3**- Apply and assess learning in authentic contexts |
| **Geographical Knowledge:**  | **Geographical Understanding:**  |
| **Geographical Concepts:** *What are the key concepts to be developed? What are the key inquiry questions?* |
| *Place* | *Space* | *Environment* | *Interconnection* | *Sustainability* | *Scale* | *Change* |
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| **Content Descriptions- Geographical Inquiry and Skills** |
| *Observing, questioning and planning-* |  |
| *Collecting, recording, evaluating and concluding* |  |
| *Interpreting, analysing and concluding* |  |
| *Communicating* |  |
| *Reflecting and responding* |  |
| **General Capabilities:**Description: Description: gc_literacy Literacy   Description: Description: gc_numeracyNumeracy   ICT capability Critical and creative thinking Description: Description: gc_personal_socialPersonal and social capability  Ethical behaviour   Description: Description: gc_interculturalIntercultural understanding | **Cross Curriculum Priorities:** Aboriginal and Torres Strait Islander histories and cultures Asia and Australia’s engagement with Asia  Description: cc_sustSustainability |
| **Connections with History Content and Concepts:** *Which geographical concepts and knowledge will support student learning in History?* |
|  How will we get there using the inquiry stages of Geography? How will we know if they’ve learnt it? |
| *What do the children bring? How will I know? How will I establish prior knowledge and understanding?*  | Engage: | Challenge: | Differentiate/Scaffold: |

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| Big Idea/ Inquiry Question | Student Learning Task/Activity Description | Assessment Activity/Task | Inquiry Stages | Timeframe | Teacher preparation & required resources |
|  |  |  | * Observing, questioning and planning
* Collecting, recording, evaluating and representing
* Interpreting, analysing and concluding
* Communicating
* Reflecting and responding
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* Collecting, recording, evaluating and representing
* Interpreting, analysing and concluding
* Communicating
* Reflecting and responding
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* Collecting, recording, evaluating and representing
* Interpreting, analysing and concluding
* Communicating
* Reflecting and responding
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| **Links to other learning areas:**  | **Future Learning Considerations:** Karly Hefferan, 2014 |