**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**   |  | | --- | | **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 | | | | | |
| **Correlations with History Content and Concepts:** *Which geographical concepts and knowledge will support student learning in History?* | | | | | | | | | | | |
| How will we get there? | | | | | | | | | | | | | |
| *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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| How will we get there using the inquiry stages of geography? | | How will we know if they’ve learnt it? | | |
| Inquiry Stages | What will the students be doing? | Assessment Activity/Task | Timeframe | Teacher preparation & required resources |
| Observing, questioning and planning |  |  |  |  |
| Collecting, recording, evaluating and representing |  |  |  |  |
| Interpreting, analysing and concluding |  |  |  |  |
| Communicating |  |  |  |  |
| Reflecting and responding |  |  |  |  |
| **Links to other learning areas:** | | **Future Learning Considerations:**  Karly Hefferan, 2014 | | |