Focus: A diverse and connected world	**Geography Unit Overview *(Draft)*** *(Updated: February 2014)*	**Year 6**

Inquiry Questions

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

Key Concepts

In **Years 3-6** the F to 2 concepts continue to be a focus of study but the scale of the places studied moves from the local to national, world regional and global scales. The concepts of **sustainability** and **change** are also introduced in these years.

Geographical Knowledge & Understanding *(Content Descriptors)*

The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region	Differences in the economic, demographic and social characteristics between countries across the world	The world's cultural diversity, including that of its indigenous peoples	Significant events that connect people and places throughout the world	The various connections Australia has with other countries and how these connections change people and places	The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places

Geographical Inquiry and Skills *(The students will…)*

Observing, questioning and planning	**Collecting, recording, evaluating and representing**	**Interpreting, analysing and concluding**	**Communicating**	**Reflecting and responding**
• Develop geographical questions to investigate and plan an inquiry	• Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports • Evaluate sources for their usefulness, and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams • Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate	• Interpret geographical data and other 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, for example, written, oral, digital, graphic, tabular, visual and maps, using geographical terminology and digital technologies 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

Achievement Standard

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Aboriginal and Torres Strait Islander perspectives

Geography provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:

- Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning
- Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- Aboriginal peoples' and Torres Strait Islander peoples' contributions to Australian society and cultures.

Links to other Curriculum Areas

History
- Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)
- Identify and locate a range of relevant sources (ACHHS120); Compare information from a range of sources (ACHHS122)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

English
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

Science
- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS107)

Mathematics
- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)

Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10; Catlin, S., Bulter J (2013) *Teaching Primary Geography for Australian Schools,* Hawker Brownlow Education, Victoria, Australia; Year 6 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 3http://www.qsa.qld.edu.au/yr6-geography-assessment.html **Karly Hefferan, 2014**

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Geographical Fieldwork

Fieldwork opportunities are provided at a local area site. Possible data collection techniques include: observing, field sketching, taking photographs for labelling and annotating, constructing maps, interviewing, conducting surveys and measuring.

Unit 1: Investigating global diversity

The inquiry questions for this unit are:

- **How do places, people and cultures differ across the world?**
- **What are Australia's global connections between people and places?**

The focus of the unit is on developing student understanding of the diversity of peoples and cultures around the world, including indigenous peoples of other countries, to reflect on cultural differences and similarities. Students explore global diversity by examining spatial distributions, patterns and trends in maps, graphs and tables, using spatial technologies where appropriate. The scale is global with a study of the world's cultural, economic, demographic and social diversity (including that of its indigenous peoples), with a particular focus on countries of the Asia region.

Students will:

- explore the geographical diversity of major countries of the world, including the Asia region in relation to Australia, using geographical tools such as a globe, atlas, wall map or digital application (e.g. Google Earth)
- represent the locations on maps of major countries of the Asia region in relation to Australia
- explore the world's cultural diversity, including that of its indigenous peoples, e.g. the Maori of New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia.
- identify and explain the measures of the economic, demographic and social characteristics of countries, such as population size, population density, per capita income, health (measured by life expectancy) and energy consumption
- collect, record and represent relevant geographic data and information from sources about the economic, demographic and social diversity of different countries
- interpret geographical data and information to infer relationships to draw conclusions about spatial distributions, patterns and trends, using spatial technologies where appropriate
- identify the similarities and differences between the patterns of data of countries (including those of the Asia region) compared to Australia
- present findings and reflect on learnings in texts, including digital and spatial technologies.

Unit 2: Investigating Australia's global connections with other countries and events in places

The inquiry questions for this unit are:

- **What are Australia's global connections between people and places?**
- **How do people's connections to places affect their perception of them?**

The focus of the unit is on developing student understanding of the connections that Australia has with other countries, using a case study of a significant event in the Asia region. The scale of study is global with a particular focus on countries in the Asia region in relation to Australia.

Students will:

- develop geographic questions to investigate a significant event in the Asia region and its local, regional and global effects on peoples and places
- collect, record and evaluate relevant geographical data and information from sources such as people, maps, plans, photographs and reports
- represent data and information in different forms, such as maps, graphs, tables and diagrams
- explore the connections that Australia has with other countries in the Asia region of study and how these connections change people and places
- identify the responses made by Australia to significant events in the world and the reasons for these responses
- interpret geographical data and information to identify and draw conclusions about distributions, patterns and trends, using spatial technologies where appropriate
- present findings and reflect on learning in texts, including digital and spatial technologies.

Unit 1 Assessment

Collection of work: Written

The purpose of this assessment is to make judgments about students' responses to a series of focused tasks within a specified context and based on the process of geographical inquiry and skills.

This collection of work identifies spatial distributions, patterns of trends of economic, demographic and social characteristics between countries across the world in relation to Australia, including the Asia region.

Examples may include:

- written explanations
- records of research data or data collected on a field trip
- diagrammatic representations of information, such as flowcharts
- data representations, including graphs and tables
- maps labelled using cartographic conventions
- interpretations of spatial distributions, patterns and trends in graphs, tables or maps
- a report of short practical activities
- responses using digital or geospatial technologies.

Unit 2 Assessment

Research: Multimodal or spoken

The purpose of this assessment is to make judgments about students' abilities to research, collect, represent, analyse and draw conclusions about geographical sources.

Students gather information about a significant event that connects people and places throughout the world, including Australia.

Students research the types of responses made by Australia to significant events and the reasons for these responses.

Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10; Catlin, S., Bulter J (2013) *Teaching Primary Geography for Australian Schools,* Hawker Brownlow Education, Victoria, Australia; Year 6 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 3http://www.qsa.qld.edu.au/yr6-geography-assessment.html **Karly Hefferan, 2014**