AUSTRALIAN STEINER CURRICULUM FRAMEWORK

CORE CURRICULUM GEOGRAPHY

Years Foundation to Year 10

RECOGNISED BY ACARA NOVEMBER 2014

The extended version of this curriculum was recognised by ACARA in November 2014

This CORE document excludes Content Elaborations as requested by ACARA.
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An Extended Curriculum is available
from the Steiner Education Australia curriculum web-site.
Extended documents include Content elaborations, student examples,
and other resources for teachers
AUSTRALIAN STEINER CURRICULUM FRAMEWORK: GEOGRAPHY

INTRODUCTION:

Geography has been recognised as an independent and significant discipline in Steiner Schools since Rudolf Steiner introduced the subject into the first Waldorf Curriculum in Stuttgart in September 1919. Rudolf Steiner shared the viewpoint of 18th and 19th century geographers such as Alexander von Humboldt, Carl Ritter and George Forster who diverged from the thinking of the day that defined Geography in terms of factual knowledge and political boundaries rather than natural regions. They regarded the world in its totality and in terms of divisions of nature to show that “comparative geography attains thoroughness only when the whole mass of facts that have been gathered from various zones is comprehended in one view, is placed at the disposal of the integrating intelligence”. Such transference in methodology supported the development of Geography as an independent science based on observation, comparison and differentiation.

Supporting the shift in method was work introduced by educational reformers, humanists and scientists of the time. Kant emphasised that Geography was not simply an aggregation of phenomenon but rather an interrelated whole. Pestalozzi introduced into German schools the significance of human relationship to the natural world. And Goethe, among others, espoused the ‘aesthetic-geographic character of the landscape’ recognising the role that capacities of perception and imagination would have in enabling the landscape to influence the beholder to inspire and enlighten thinking.

RATIONALE:

A key focus of the Geography curriculum in Steiner schools is the Earth’s surface, the realm of life and the home of humanity. It is a spatial methodology arising out of the ‘spirit of place’ enabling the ‘spirit of place’ to be communicated. Essential to the teaching of Geography is the artistic sensitivity of the teacher “to imbue everything with life and transform everything into living substance.” In this manner a feeling of reverence, wonder and gratitude for all that the Earth offers is nurtured in the children. The significant method in the teaching of Geography in Steiner schools is to begin with the unified whole and then progress to the interrelated parts.

The spatial study of Geography enables students to come to an understanding of the universal and varied character of the world as an entity, yet also of the uniqueness, shared qualities and differences of given areas on the Earth’s surface. Such a discipline explores, at a range of scales, the interrelationship and dynamic interplay of locations, processes, activities and events that shape and determine its parts and its totality.

Fundamental to this geographical concept is an emphasis on the Earth as the home to human beings. Landscapes provide the dynamic and biodiverse backdrop to people’s lives and reflect the living synthesis of people and place. Students of Geography not only recognise how human activity shapes the Earth, but also develop the realisation that human beings, as part of the physical and bio-physical realms, are influenced in their human growth, development and activity by the characteristics of the region in which they live. Representations of landscape become the outward expression of human perception, a cultural image. Therefore geographical conceptions can be observed to identify how powerfully landscape has influenced a region’s people, even actuated the cultural and moral nature of its inhabitants.

Intrinsic to the study of Geography is the relationship between observer and environment. Although the physical world is the geographical field of study, it must be grasped not by perception alone but also by the imagination. This supports students, as observers of the environment, to be able to ‘walk’ in the landscape, both literally and figuratively. This also supports students to form a loving connection to the animal, marine, insect and bird life of a region. A more personal involvement is fostered as they study the detail and develop the capacity to hold an aerial view, to appreciate general characteristics

1 Brierly David “In the Sea of Life Enisled” Anthropos Forlag, Oslo, Norway, 1998. P. 12
2 Brierly David “In the Sea of Life Enisled” Anthropos Forlag, Oslo, Norway, 1998. P. 10
3 RS ‘Lectures to Teachers’ Dornach, 23Dec. 1921 - , 7 January 1922, lecture 10)
and arrangements. As individuals move out over the environment they “form a unique world image as a part of achieving a singular identity. This is humankind’s yearning and capacity for individualisation. Every child must integrate a world image with a corporeal awareness, in order to know where he is and who he is.”

The human element is of great significance in the study of Geography. Rudolf Steiner saw Geography as an integrating subject. “Like mathematics it accompanies the other subjects in constant transformation and intensification: it is supported and illuminated by the other subjects and it again also supports their progress”. Geography in the Steiner curriculum reinforces and enlightens the epoch development in the History curriculum; goes hand in hand with mathematical, scientific and technological discovery which enables humankind to expand their horizons; informs and is informed by artistic and literary endeavour as recognition of the relationship between landscape, culture and the human condition deepens.

Geography focuses on 2 key areas:

1. Physical or Natural Geography – The phenomena of the earth’s interior, surface, atmosphere and the earth’s relationship to the celestial bodies; the abundance and diversity of the realm of life characterized by unique ecosystems and biospheres.

2. Human Geography
   a. Environmental – humanity’s connection to the natural world, the plant and animal realms.
   b. Social / cultural – the human influence on environment, economic development, connection between geographic characteristics and social and cultural development
   c. Inner or spiritual connection to places of special significance

What is brought to the children at any given age considers their developmental stage involving a threefold pedagogical process:

1. The creation of personal worlds as the young child experiences the local landscape, embedded in the rich world of nature stories, fairy tales and the imagination which reinforce the relationship between the child, the plant and animal realm, and the land on which they live. The child’s natural sense of curiosity and wonder is nurtured and gratitude is fostered for everything the Earth gives so abundantly. With a growing attachment to the immediate environment of home, garden, street, kindergarten, such stories and experiences enable young children to ‘breathe in’ the Earth’s (geo – gaia) script (graphia) learning to decipher its ‘letters’ in an experiential, sensory manner. They learn of the beauty of the world. Foundations are laid. “What the child learns now, with love and interest, he will understand later.”

2. As children’s consciousness expands, so too does the world view presented to them, bringing about a gradual awakening to the world around them, from the centre to the periphery, to the ever-expanding horizon. Geography therefore becomes the conceptual link between home, school and the world beyond. Progressively the aesthetic, subjective landscapes conjured as mental images out of oral descriptions by the teacher and the narratives of others, begins to be shaped by a deeper form of cognition as students explore less familiar territories. Such a methodology supports the child as they move towards adolescence and increasingly wish to take leave of the secure and encounter “the interplay between me and the world...” both imaginatively and perceptively.

3. The third stage in this pedagogical process supports the senior students to work out of a more quantitative approach, to see from the viewpoint of others as independent research, synthesis and analysis is undertaken. Rudolf Steiner pointed out “The capacity for independent

4 Brierly David “In the Sea of Life Enisled” Anthropos Forlag, Oslo, Norway, 1998. p 61
5 Stockmeyer Karl A Rudolf Steiner's Curriculum for the Waldorf Schools2nd edition 1965, p. 110
judgement which blossoms at this age needs to be directed towards considering how many different aspects of the world interrelate. Increasingly students explore the people who inhabit a region, their relationship to the environment and the cultural overlay of human presence. From studies of the physical environment to resource availability and development, climatic and agricultural variation, and population and settlement distribution, students examine the responsibility of the human community to uphold the natural environment, and cultural world, to ensure freedom in the cultural sphere, equality in the sphere of rights and cooperation in the economic sphere.

Geography is rich in material that relates to international understanding, multicultural concerns and environmental education. It leads to awareness that we as human beings are responsible for the Earth that sustains us and stimulates a greater social awareness and sense of responsibility in the developing child. Indeed nature herself, in her wondrous manifestations seems to call on human beings to develop a deeper sense of cooperation and brotherhood and increasing sense of responsibility towards life.

AIMS OF GEOGRAPHY:

1. To foster and nurture a sense of curiosity, reverence and wonder for the natural world
2. To foster and nurture a sense of interest in and gratitude for human endeavour upon the earth.
3. To develop an understanding of the processes, formative and dynamic, that have contributed to the landscape as it is encountered over time
4. To develop empathy and respect for national, cultural and racial difference in the world
5. To develop a love and appreciation for the evolution of the world so that each child is empowered to recognise their future capacities and contributions to a sustainable world.
6. To develop a sense of moral, social and environmental responsibility for the human and natural environments
7. To develop the capacity to represent 'geographically' observations and understandings of the world.
8. To develop the capacity to skilfully use geographic inquiry, analysis and evaluation methods.

STAGES

The child slowly takes hold of the world. At first this happens through the activity of the senses, by which means the child distinguishes the physical body from the outer world and is then able to impress its will activity on its surroundings by directing its movements in space (Early Years to Foundation). Then the child meets and interiorises the outer world through creating imaginative pictures, interwoven with their own personal feeling relationship to the world (Stage 1 and 2). Eventually through thinking the world is interiorised by the human capacity to form concepts, which may transcend feelings and enter the realm of universals (Stage 3 and 4). The quality of thinking changes as the child develops. Pictorial thinking is transformed into conceptual thought but remains the imaginative source of our ideas.

Stage 1 Kindergarten to Class 3

In the Kindergarten or Foundation year the child's experiences are bound closely to the surrounding earth – a highly localised, purely sentient experience of space where relationship to the physical world is formed by direct sense and feeling experience. Through the senses they perceive a totality with which they are unified.

In Class 1 and 2 thoughts about the wider environment come as picture activity – intense feelings of place, of sympathy/antipathy interwoven with the rhythms of nature resonating through the child. The teacher unfolds the curriculum through narrative, creating a deepening awareness of the landscape, visible sky phenomena as well as vegetation around the child through detailed and lively stories. These give the gestures and rhythms of the plants, landscape features, weather, sun, moon and stars, animals and human interaction around the child.

To what has just been described must be added what can stimulate the child to reflection; you explain to him what lies near at hand … plants, animals, configuration of the land, mountains and rivers … the point is that we bring about a certain soul-awakening in the child just in this very first year of his school life, an awakening as regards his environment, so that he learns to connect himself with it.

- Rudolf Steiner : Three Lectures on the Curriculum Stuttgart September 1919 ‘Steiner Schools Fellowship’

In Class 3 the doors to this participatory consciousness close. The children begin to increasingly identify with the physical earth. Inspiration to engage in practical work within the landscape and harness its forces is brought through the experiences of extended Farming and Building Topics. Work on the land and with its produce is undertaken e.g. house design, mud brick-making, woodwork or thatching; tilling the soil, planting, butter churning, cooking and wool crafts and sewing.

Stag 2 Class 4-6

In the Steiner Geography Curriculum the aim is for all lessons to meet and flow together. In Class 4 the connection to the local environment meets with mapping, the introduction to economics and the understanding of the link between human activity and the landscape.

In Class 5 this extends out from the known environment to wider regions of Australia and links with early Australian History and Botany.

In Class 6 Astronomy and Mineralogy can be combined in a narrative way, combined with direct observation, be woven into the Geography of Australia and beyond into the world.

… it is important particularly in geography that we should start with whatever the children already know about the face of the earth and about what takes place on the face of the earth. We endeavour in an artistic way to give the children a kind of picture of the hills and rivers and other features of their immediate surroundings … We try to teach the children what it means when you change your point of view from being within a neighbourhood to seeing it from the outside, from the air; we go through the process with them of transforming a landscape into a map, taking at first the landscape they know … we add to the map the other things that are linked to the way people live. We put in all the configurations of the district … here is the part where the fruit trees are planted … and so we bring the map to life for the children.

From this map they gain some sort of an overall view of the economic foundations of the neighbourhood. We also start pointing out to them that there are all sorts of things like coal and ore inside the hills. We show them how the rivers are used to transport things that grow or are made at one place to another place. We unfold for them much of what is connected with this economic structure of the district … we next put in the villages and towns that belong to the district … why it appears at a particular place and how it is connected … In short, by using the map we endeavour to awaken in the children some idea of the economic links that exist between the natural formation of the land and the conditions of human life … different between town and country life … Finally we show how the human being with his industry meets the conditions nature offers him … that human beings make artificial rivers known as canals, that they build railways … we should continue as effectively and intensively as possible to develop the themes of the economic links between the human being and his natural environment.

- Rudolf Steiner: Practical Advice to Teachers September 1919
Stage 3 Year 7 – 8

Between Year 7 and the completion of Year 8 students have begun to seek a more individual and independent relationship to the world. Their horizons have broadened and a world-wide perspective is developing.

Students in Year 7 and 8 are supported in their expanding world view to journey into landscapes beyond what is known and to encounter unfamiliar cultures and environments. At this age the student's will is engaged to venture out and ‘conquer’ new environments and people with their understanding. Such an encounter occurs with the movement of the crusaders, navigators and explorers on the great journeys of discovery, and with the meeting of new indigenous cultures and ways of being within the natural environment.

With strengthening conceptual thinking, increased powers of objective observation and perception develop. New knowledge accompanies such perceptions, and the ability to develop structured records and detailed measurements. Mapping skills are strengthened, time zones introduced, astronomical and climatic observations recorded, independent research begins.

A geographical imagination is further nurtured as students develop a sense for the interconnectedness and interrelationship that exists between the environment and the cultural life of past and present diverse world communities. The dynamic thinking of the 13-14 year old begins to recognise the causal connections between landform and human activity. Understanding of and empathy with the other is fostered, a deeper sense of social responsibility is encouraged.

Stage 4 Year 9-10

Geography in Year 9 and 10 now re-examines in a deeper, more thorough manner, the broad curriculum presented from years 1 - 8. It begins with a study of the structure of the earth and the processes that underlie this solid, more rigid part of the world. Students are introduced to the enormous diversity of the earth’s surface, the realm of life, and the rocks and minerals which form the background to the dynamic layers of the earth. Such a study examines the processes of mountain building, earthquakes and volcanism, and leads on to a study of the diverse ecosystems and habitats that are created in different regions of the world. Consequently students are more able to consider human kind’s relationship to the environment and the influence of the cultural overlay of human presence in diverse regions of the world. Teaching methods examine polarities that are increasingly conceptual and support cognitive development by nurturing the transition into independent judgement.

In Year 10, students explore the more dynamic and rhythmic forces and processes of atmospheric and oceanic circulation and currents, and include phenomena such as extreme weather events and global warming. An understanding of physical processes supports students to orientate themselves in the world at a time when life can seem insecure.

Students of this age are developing intellectual and emotional maturity that will enable them to increasingly reflect upon their own personal existence and challenges they face. They can also recognise the challenges others face. Compassion, concern and interest in others are fostered in Geography when the human condition is explored. Together they examine what supports human freedom by researching current global events which impact on human freedom. Students are challenged to form objective perspectives when they encounter issues which evoke strong reactive responses. Self-determination is nurtured as they explore ways individuals, communities and nations contribute and bring about change.
CONTENT STRAND DESCRIPTORS

STRAND 1. Geographical Knowledge and Understanding:

Strand 1 can be explored from the viewpoint of both:

1. Physical Geography – the phenomena of the earth's interior, surface features, atmosphere, processes and events.

2. Human Geography
   a. Environmental - humanity’s connection to the natural world, the plant and animal realms.
   b. Social / cultural – the human influence on environment, economic development, connection between geographical characteristics and social and cultural development
   c. Inner or spiritual connection to places of special significance

**Strand 1:** Supports the student’s development in recognition of the physical, cultural aspects and the spirit of place – the unique and shared physical characteristics of diverse regions of the world, their social and cultural diversity and development, and the relationship and interconnection between landscape and people.

**In Kindergarten/Foundation to Class 6** there are Key themes or Experiences for each year.

The content is then found within 4 main integrated curriculum areas and 3 Overarching Themes as represented in the Stage 1 and 2 Scope and Sequence.

**Core Geography Content-** integrated with Science Topics

**Aboriginal and Torres Strait Islander Place and Culture**- integrated with English, History

**Connection to Other Cultures** – integrated with the English/History/Science Topics

**Representation of Spaces**

**Connection to Place: Festivals**

**Environmental Features and Uses:** Outdoor Play, Bushwalk and Practical Garden and Home Activities

**Environment as the Source of Material Goods:** Traditional Handcrafts

**In Years 7-10** Geographic knowledge and understanding develops out of an expanding world view from a connection with a familiar agrarian village community to broader explorations into unknown culturally and environmentally diverse regions. As part of a holistic curriculum, Geography informs and is informed by historical, mathematical, scientific and artistic content. Historic descriptive narrative and biographies initially support students to see the world from diverse perspectives and out of this inner geographic imagination more conceptual thinking arises. In years 9 and 10 such capacities enable students to analyse and evaluate current social, political, economic and environmental issues and challenges out of their geographic knowledge and understanding. Such knowledge and understanding deepens and is enriched as students undertake research into a broad range of topics such as:

1. The earth’s relationship to celestial bodies
2. The earth’s structure, form and surface characteristics and, the dynamic forces, elements and processes that influence earth’s surface
3. The inter-relationship between place, phenomenon and processes and the distribution of physical and bio-physical features and phenomenon at the local, regional and global scale
4. The influence of human activity on regional locations with their uniqueness, shared characteristics and differences
5. The influence of the natural environment, including flora and fauna, on human activity, social interaction and cultural development over time
6. Social organisation in the cultural, rights and economic spheres, the role of the human community in social and environmental guardianship
STRAND 2: Geographical inquiry and skills K-10

Strand 2 recognises the importance of the development of the personal, imaginative capacity throughout the geography curriculum. It also recognises that the focus of inquiry and skills varies greatly at each stage of the student’s development. As the child moves through the classes the development of geographic perception, and the use of geographic conventions and skills to express such perception, will expand and intensify. The structure to identify the path of inquiry and the need for organisation to communicate geographic information will be play based in the first years and then teacher initiated. Experience through observation and artistic recording will provide the foundation for a deepening of geographic inquiry and skill development.

Geographical inquiry and skills are developed in conjunction with geographical knowledge and understanding and include:

- **Accurate use of geographical skills, techniques and conventions:**
  - Resources/Data use and analysis to include reference to:
    - Creation of maps, tables, graphs, annotation, field sketches, flow charts, photographs to identify, describe and explain geographic characteristics and phenomenon
    - Interpretation of the above to identify, describe and explain key geographic characteristics and phenomenon.

- **Vocabulary and communication:**
  - Development of and use of the language of Geography (terminology) to enable the identification, description and explanation of key geographic characteristics and phenomenon, and the clear and effective communication of the key characteristics and phenomenon.
  - **Research:** Collection and use of primary and secondary sources of information
    - Observing / experiential
    - Questioning / surveys
    - Recording
    - Analysing and evaluating

- **Discussions – Interpretation:** exploration and identification of the spatial distribution and changes over time of phenomena and features locally, regionally and globally

- **Human involvement and responses** to issues arising

See scope and sequence documents for the way that this strand is developed in each.

STUDENT DIVERSITY

The Australian Steiner Curriculum Framework is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

Teachers, who have an ongoing teaching connection to students over several years of the Class Teacher period or High School, are deeply aware of their students’ current levels of learning, strengths, goals, challenges, disabilities and interests and provide a multi-layered, arts integrated, narrative based curriculum with a strong experiential learning component.

Students with disability

As stated in the Australian Curriculum Geography document, “the Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability … and necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning…teachers can draw from content at different levels along the Kindergarten/Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need”.
English as an additional language or dialect

The Australian Steiner Curriculum Framework Geography implementation may require extra support for students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages.

These students may require extra time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need extra time and support in order to acquire skills for effective learning in formal settings and schools will access relevant resources to support these situations.

Gifted and talented students

Teachers can use the Australian Steiner Curriculum Framework: Geography flexibly to meet the individual learning needs of gifted and talented students.

While teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth, there are also possibilities to work with arts-based enrichment, open-ended extension research/practical projects, social and personal skills through peer mentoring and community service projects which all support the implementation of the Melbourne Declaration on Educational Goals for Young Australians.

GENERAL CAPABILITIES

In the Australian Steiner Curriculum Framework, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The seven general capabilities:

1. Literacy
2. Numeracy
3. Information and communication technology (ICT) capability
4. Critical and creative thinking
5. Personal and social capability
6. Ethical understanding
7. Intercultural understanding.

are identified and applications for Geography outlined at the end of each Year’s Content.

CROSS-CURRICULUM PRIORITIES

The Australian Steiner Curriculum Framework is designed to meet the three key areas identified by the Melbourne Declaration on Educational Goals for Young Australians, developing knowledge, understanding and skills relating to

1. Histories and cultures of Aboriginal and Torres Strait Island peoples
2. Asia and Australia’s engagement with Asia, and
3. Sustainability.

Cross-curriculum priorities are addressed through learning areas and are identified at the end of each year’s Content Topics. They will have a strong but varying presence depending on their relevance to the learning area.
The Australian Steiner Curriculum Framework strongly supports the statement below of the Australian Curriculum: Geography with regard to Aboriginal and Torres Strait Islander histories and cultures

Across the Australian Curriculum, the priority given to the histories and cultures of Aboriginal and Torres Strait Islander peoples provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia.

The Australian Curriculum: Geography values Aboriginal and Torres Strait Islander histories, cultures and perspectives.

The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnection with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for students to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal and Torres Strait Islander connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Students will examine the effects of European colonisation on people and environments. The Aboriginal and Torres Strait Islander histories and cultures priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights.

The Australian Curriculum: Geography curriculum also enables students to learn that there are different ways of thinking about and interacting with the environment. It integrates Aboriginal and Torres Strait Islander Peoples' use of the land, governed by a holistic, spiritually-based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies.

In including Aboriginal and Torres Strait Islander knowledge and practices, and engaging with communities and local and regional environments, students develop a wide range of critical and creative thinking skills. Students explore ways of experiencing landscapes by conducting fieldwork with Aboriginal and Torres Strait Islander Peoples and reading, listening to, or performing Aboriginal and Torres Strait Islander Peoples' explanations of the origins of particular landforms.

The Australian Steiner Curriculum Framework also values the focus given to Asia and Australia’s engagement with Asia as outlined below.

Across the Australian curriculum, this priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

In the Australian Curriculum: Geography, students are provided with rich contexts to investigate the interrelationships between diverse places, environments and peoples in the Asia region.

The Australian Curriculum: Geography also enables students to study Asia as an important region of the world. Students can explore groups of countries, individual countries, or specific regions and locations within countries. In doing so, they develop knowledge and skills that help foster intercultural understanding as they come to appreciate the diversity that exists between and within the countries of Asia, and how this diversity influences the way people perceive and interact with places and environments.

Students also learn about the ways in which Australia and Asia are interconnected, both environmentally and socially, and how transnational collaboration supports the notion of shared and sustainable futures within the Asia region.
Sustainability is a high level priority for the Australian Steiner Curriculum Framework and it supports the statement below.

Across the Australian Curriculum, sustainability will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

In the Australian Curriculum: Geography, this priority is strengthened through the geographical concept of sustainability. Together, the sustainability priority and concept afford rich and engaging learning opportunities and purposeful contexts through which students can develop and apply geographical understanding. It supports an integrated approach to human and environmental geography and furthers the development of inquiry skills through examination of a range of contemporary issues related to sustainability. Geography enables students to develop a holistic understanding of human dependence on the environment. It provides opportunities for students to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. It enables students to explore how worldviews influence these relationships and interactions with the environment.

In Geography, students examine the effects of human activities on environments, including how human usage of resources affects ecosystems, and how challenges to sustainability, and strategies to address these, vary from place to place. Students evaluate these strategies to determine their effects on environments, economies and societies and how they contribute to actions that support more sustainable patterns of living.

IMPLICATIONS FOR TEACHING, ASSESSMENT AND REPORTING

The Australian Steiner Curriculum Framework outlines methodologies which are experiential, narrative based and arts integrated. Assessment and reporting should reflect the importance of these modalities and acknowledge multiple ways of knowing or intelligences. Especially in K-3, conceptual learning and assessment are not seen as optimal or as good indicators of achievement.

- Qualities such as **awe and wonder, gratitude and connection** are part of the learning throughout the Geography curriculum, but particularly in Kindergarten/Foundation-Class 3. They are qualities that can be observed in children and are important indicators of successful teaching and learning.
- Learning Experiences in K-6 will include **teacher created narratives** which connect the children to their local environment and community.
- In 7-10 the teacher still tells rich introductory descriptive geographical stories of e.g. landscapes, weather phenomena, global incidents and social challenges to form an introductory connection and stimulus.
- **Project work, student-led questioning, investigation and research tasks** become increasingly important in the later stages of schooling and form part of the development of higher order thinking, initiative and ideals.
- **Extended field trips and longer camps** are a priority of the Geography curriculum. From Class 4 onward camps are able to provide experiences in the natural environment often camping in the wilderness, island regions, desert or mountains so that a sense of space and place is potent. Camps are integrated with the curriculum content and where possible in Years 7-10 also have a community service theme: helping sustainability projects, surveying remote areas or supporting disadvantaged communities.
- Students’ enthusiasm for geographical learning is increased when content is **integrated with economics, history, literary descriptions** of places and communities as well as with speaking with experts or traditional holders of wisdom.
• It is acknowledged that learning activities should also emphasise the ability to understand, explain, appreciate and use knowledge, rather than simply reproduce it. The learning of skills should be made meaningful by using them to answer questions or communicate information.

• In the Australian Steiner Curriculum Framework: Geography, the teacher is aware of the connections, origins and local environment of the class community. In early primary school the places studied should begin with the local area that students belong to, radiating outward into the local region and state. When world communities are studied an appreciation of the unique richness of the people, its history and land is cultivated to develop a connection and experience of world community.

See on for a summary of Geography Topics from Kindergarten to Year 10
# AUSTRALIAN STEINER CURRICULUM FRAMEWORK

## GEOGRAPHY TOPICS LIST – PRIMARY: K- Class 3

Revisions in this document: addition of Related Topics 1.8 and 3.1

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<td>4.6 The Local Region</td>
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## Overarching Themes

A. Stage 1 - Festivals, Celebrations and Rhythms of Time Classes K-3  
Stage 2 – Festivals, Celebrations and Rhythms of time class 4-6  
B. Outdoor Play, Bushwalk and Practical Garden and Home Activities  
C. Handcrafts of the Traditional World  
D. Morning Circle/Rhythmic Work
# GEOGRAPHY TOPICS LIST - HIGH SCHOOL YEARS 7-10

## CORE TOPICS

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<td>YEAR 8</td>
<td>8.1 The Earth: Origins, Processes and Landforms [Has some common content with Science 8.1]</td>
<td>8.2 Geographical Regions: Cultural Contrasts</td>
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<tr>
<td>YEAR 9</td>
<td>9.1 The Forces That Shape the Earth [Has some common content with Science 9.6]</td>
<td>9.2 Ecosystems And Human Culture</td>
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<td>YEAR 10</td>
<td>10.1 The Earth In Motion [Has some common content with Science 10.6]</td>
<td>10.2 The Human Community</td>
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## RELATED TOPICS

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<tr>
<th>YEAR LEVEL</th>
<th>PHYSICAL GEOGRAPHY</th>
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<td>YEAR 10</td>
<td>10.3 Gardening / Horticulture [Integrated Topic - Science 10.7]</td>
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STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

GEOGRAPHY PRIMARY SCHOOL
Core Curriculum Topics
Stage 1: Classes Foundation (K) to 3

RECOGNISED BY ACARA NOVEMBER 2014
Revisions included in this document:

9 November 2013  Changes made as result of discussions with ACARA
Related topics 1.8 and 3.1 added
Overarching Theme Morning Circle added

September 2014  Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines

September 2014  Changes made as result of discussions with ACARA

November 2104  The extended version of this curriculum was Recognised by ACARA in November 2014
This CORE document excludes Content Elaborations as requested by ACARA.
GEOGRAPHY
CORE Curriculum Topics
Stage 1: Foundation (K) to Class 3

Contents

Overarching Themes Going Across the Stage (K-3)
Celebrations Festivals and Rhythms of Time
A. The World Around Us Outdoor Play, Bushwalk, Practical Garden Activities
B. Handcrafts of the traditional World
C. Morning Circle

Kindergarten Topics
K.1 Story Time, Puppet Story
K.2 Kindergarten Morning Circle
K.4 The Living World of Garden, Bush and Farm
K.5 The Elements of the World
K.6 Rhythms of Sun, Moon, Earth and Cosmos
K.7 Creative Structures

Class 1 Geography/Science Topics
1.6 Local Surroundings 1 The World of Nature 1
1.7 Local Surroundings 2 The World of Nature 2

Related topics
1.4 English/Geography/History/Science: Dreaming Stories / Sentences
1.5 Geography/History/English: Ancient World Tales
1.8 Mathematics Number

Class 2 Geography/Science Topics
2.5 Local Surroundings 3: The World Around Us 1
2.6 Local Surroundings 4: The World Around Us 2

Related topics
2.4 English/Geography World Legends

Class 3 Geography/Science Topics
3.5 Farming and Gardening
3.6 Building

Related topics
3.1 English Literature of Creation and Tradition

Each Class Document contains:
Development Profile
Topics
Achievement Standards
Cross Curriculum Priorities
Overarching Themes
Which Are Implemented Throughout Classes K-3

Theme A: Celebrations, Festivals and Rhythms of Time

Integrated Theme: History/Science/Geography Stage 1 Classes K-3

"Throughout the year we fulfil the common tasks and duties of daily life and at the times of a festival we turn our attention to the links which bind us with eternity. And although daily life is fraught with many a struggle, at these times a feeling awakens within us that above all the strife and turmoil there is peace and harmony" Rudolf Steiner

"Those who contemplate the beauty of the Earth find reserves of strength that will endure as long as life lasts. There is symbolic as well as actual beauty in the migration of birds, the ebb and flow of tides, the folded bud ready for spring. There is something infinitely healing in the repeated refrains of nature -- the assurance that dawn comes after the night and spring after the winter." Rachel Carson

The Central Experience of the Content
As in times past festivals are held to celebrate such events as the harvest or spring. They bring whole communities together in shared purpose and highlight the supportive cycles of life, they bring meaning to human existence and reconnect people with the universe and their origins. The children sense the joy and gratitude in the community around them.

Future Capacities
The experience of the festivals will live within the child, fostering reverence through the acknowledgement of something greater than themselves, allowing trust to grow and gratitude and harmony to be more deeply experienced.

Content description
Integrated Overarching Theme A: History/Science/Geography Celebrations, Festivals and Rhythms of Time

Students will learn to connect to the rhythms and places of the world and how others connect- through learning to:
1. Sing, recite and follow creative movement for the rhythms of time and celebrate the rhythms of the day and night and connect with sun, the moon and stars.
2. Hear stories of festivals and family celebrations and experience cycles of the seasons through celebrations for harvest, mid-winter and spring.
3. Observe and celebrate the changing beauty and bounty of nature, including the Indigenous seasons in their area and the seasonal synopsis.
4. Listen and connect to stories of the past ways of preparing festivals through growing food, cooking, making handcrafts and storytelling and music.
5. Recall stories, draw pictures and write a sentence about aspects of festivals and family celebrations from teachers and elders.
6. Bake, make decorations and gifts for festivals, dress in festive clothes and learn music and dances.
7. Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations.
8. Celebrate seasonal and world events from diverse cultures including Aboriginal or Torres Strait Islander cultures, the Countries/Places that they belong to and why they are important to them.
Overarching Theme B: The World Around Us –
Outdoor Play, Bushwalk and Practical Garden and Home Activities

Science/Geography  Stage 1 Classes K - 3

By the channels of coolness the echoes are calling,
And down the dim gorges I hear the creek falling;
It lives in the mountain where moss and the sedges
Touch with their beauty the banks and the ledges.
Through breaks of the cedar and sycamore bowers
Struggles the light that is love to the flowers;
And, softer than slumber, and sweeter than singing,
The notes of the bell-birds are running and ringing.

Henry Kendell, Bellbirds

Often I sit, looking back to a childhood
Mixt with the sights and the sounds of the wildwood,
Longing for power and the sweetness to fashion.
Lyrics with beats like the heart-beats of passion;
Songs interwoven of lights and of laughters
Borrowed from bell-birds in far forest rafters;
So I might keep in the city and alleys
The beauty and strength of the deep mountain valleys,
Charming to slumber the pain of my losses
With glimpses of creeks and a vision of mosses.

The Central Experiences of the Content
Children of this age still create activities themselves around what they need to explore and they investigate the puzzles of the world in their environment with enthusiasm and joy. Teachers program scheduled time for these activities each day and create an environment rich in natural materials for cubby building and exploration, gardens to tend and vegetables or herbs to grow and with which to cook.

Future Capacities
Children are engaged in experiencing the teacher as a scientist, observing the natural world, safeguarding living things, working to support the environment and to use natures produce with gratitude. They imitate these moods and activities and begin to initiate their own relationships which can awaken a lifelong connection to the natural world. Through creative outdoor play they learn to independently direct their own adventures and projects applying their will and developing creativity, flexibility and adaptability. They also maintain the joy of interaction with nature which can stay with them throughout their lifetime.

Content Description
Science/Geography Overarching Theme B

The World Around Us - Outdoor Play, Bushwalk and Practical Garden and Home Activities
(Daily and weekly activities)

Students will learn to:
1. Play outdoors with diverse natural materials in creative landscapes, using the senses to explore. Create changing special places in and outdoors e.g. cubbies, garden groves, shop stalls, drama stages. Represent familiar places and spaces in outdoor landscapes.
2. Creatively question the possibilities for adventurous projects, communicate about them, predict better methods and amend their projects for a better result.
3. Observe and experience the teacher using care and wisdom in looking after the classroom and environment. Interact in these activities, discuss and care for these places.
4. Bushwalk through natural landscapes and observe and interact with the environment and contribute to a seasonal nature table.
5. Garden with simple familiar tools and become aware of the needs of plants through experience of their care.
6. Cook safely with equipment using school or home grown produce; measuring ingredients and making e.g. fruit ice blocks, pizza, bread or soups.
7. They observe, identify, pose questions about and locate the different places, activities and spaces of the wider school environment and their designs, why they are special and how they are given meaning and to look after them ie the classroom, gardens or bush, cubbies, sculptures or memorials and the features of the larger school environment.
8. They collect, share and record data and observed experiences from the local environment in seasonal tables, created landscapes, drawings and maps.
Overarching Theme C: Handcrafts of the Traditional World

Integrated Theme Stage 1 Classes K-3

The Central Experience of the Content from the Perspective of History

The experience of traditional handcrafts takes children to times of old when the family made many of the furnishings, tools and clothes in their homes, when crafts were done by all around the fire at night and care was taken with the objects which represented many hours of labour. The love of colour, texture and form of their work nurtures their artistic sense. They experience gratitude for and connection to the natural world and the beautiful resources it provides.

Future Capacities

The children develop a sense of care for each other’s work and a feeling of community that will remain with them. They learn to appreciate the beauty and artistry of handmade goods and the empowerment that comes from being able to make one’s own belongings. The development of community through shared activity forms a model of a sustainable and creative future. The natural environment around them is valued as the source of the beautiful materials from which handcrafts are made.

<table>
<thead>
<tr>
<th>Content description</th>
<th>Technology/History</th>
<th>Traditional Handcrafts of the World : Stage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
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<tr>
<td>1. Prepare wool, wash, card according to traditional methods; to spin, knit in plain and purl, shape and caste on and off and make a range of toys, household items and clothes.</td>
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<tr>
<td>2. Sew and use simple embroidery.</td>
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<tr>
<td>3. Felt wool, sew up and make simple toys and home furnishings.</td>
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<tr>
<td>4. To dye fabrics and wool.</td>
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<tr>
<td>5. Sand and oil wood for home or classroom objects.</td>
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<td></td>
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<tr>
<td>6. Create simple bushcrafts.</td>
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</tr>
<tr>
<td>7. Experience traditional crafts, tools, equipment and their use in the past and now</td>
<td></td>
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<tr>
<td>8. Work in a community of teachers, family and community members, building social relationships</td>
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<tr>
<td>9. Experience gratitude to the natural environment as the source of the materials used in handcrafts.</td>
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</tbody>
</table>
Overarching Theme D: Morning Circle
Morning Circle Classes 1 - 3

The day has its rhythm and each morning we rebuild the class community by activities that reunite the individuals into a whole. Each morning an integrated session of movement, choral verse speaking, singing, instrumental (recorder and percussion) playing of material (poems, songs and action rhymes) related to the current Main Lesson content serves to:

- deepen the learning through artistic experience; and
- re-unite the students of the class into a community.

Future Capacities
Creativity and team playing grow from shared artistic experiences such as Morning Circle. Learning in community fosters a sense of relationship and being a member of a team. The artistic deepening of learned content fosters a creative imaginative and inner mobility.

### Content Description

#### English/ Creative Arts

<table>
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<th>Morning Circle Practice Lessons</th>
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</thead>
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<tr>
<td>1. Move action verses in chorus</td>
</tr>
<tr>
<td>2. Speak poetry and nursery rhymes in chorus</td>
</tr>
<tr>
<td>3. Speak alliterative verses embedding phonemic awareness (through phoneme substitution and deletion)</td>
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<tr>
<td>4. Sing songs of poetic verses</td>
</tr>
<tr>
<td>5. Play recorder and percussion</td>
</tr>
<tr>
<td>6. Develop narratives of simple oral presentations of recent happenings (news) as a narrative differentiating past events, the present and future. Connect to the children’s news stories of the wider families, community, nation and world including countries of Asia Pacific.</td>
</tr>
<tr>
<td>7. Experience rhythmic, sound and word patterns in poems, chants, rhymes and songs</td>
</tr>
<tr>
<td>8. Understand at an emerging level the difference between formal and informal forms of address in school contexts and how language varies when people take on different roles in social and classroom interactions</td>
</tr>
</tbody>
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GEOGRAPHY
Kindergarten – Foundation
(Year 1 minus 1)

Contents:

Kindergarten: A Curriculum Based on Child Development

Kindergarten Geography

Topics

K.1 Story Time, Puppet Story
K.2 Kindergarten Morning Circle
K.4 The Living World of Garden, Bush and Farm
K.5 The Elements of the World
K.6 Rhythms of Sun, Moon, Earth and Cosmos
K.7 Creative Structures

Overarching Themes

A Celebrations Festivals and Rhythms of Time
B Outdoor Play, Bushwalk and Practical Home and Garden Activities
C Handcrafts of the Traditional World

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year.

While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards

General Capabilities
Cross Curriculum Priorities
The Young Child

... experiences the world through a condition of dreamy but devoted exploration. Experiences of the natural world are usually on a small and intimate scale at this stage, yet they are none-the-less all-engaging. One bright star shines out in the heavens and catches the attention of the child, who may be otherwise oblivious to the star-studded canopy of the firmament. A walk by a stream will be memorable because of the shallows by the shore in which the child could paddle for a moment ...or because of a white marble pebble that is discovered beneath the rippling water surface and carried home like a treasure. ...Something from this walk will almost inevitably find its way to the Kindergarten nature table. The methodology that Steiner laid such emphasis on for the older students is already inherent in this process.

Brien Masters 1

Kindergarten (Foundation - Age 5 to 6 Years old)

A Curriculum Based on Child Development

The young child up to the age of 6 or 7 years is characterised by a gesture of trust and openness toward the world. This includes the capacity of the child to absorb sense impressions right into their being without the reflective or analytic skills of the older student or adult. This can be seen as a potent form of engagement and embodied learning. A focus on bringing to consciousness the child's perceptions and played-out wisdom is best left until later years. In practice it is seen to reduce the very deep body-based learning in which they are engaged.

The Senses

Through the sense of life that the child experiences in self-initiated play with aesthetic materials and outdoor creative activity in the elements of nature, they develop what will mature into the soul quality of contentment and well-being which is a necessary state for the ability to think and reflect. Through strengthening their physical sense of balance in play they not only develop neurological readiness in the proprioceptive system for literacy and numeracy but also experience the counterpart of an inner balance at a soul level. Steadying the wooden tower and balancing the branch on top of the upright log require an inner calmness, focus, and a weighing up. Climbing, running, twirling; in this movement a healthy sense of freedom and of moving towards one’s goal is experienced.

Imitation

The curriculum for a Steiner Kindergarten is based on the understanding that the child learns through imitation. The openness of the young child, their reverence and their ability to absorb every nuance of what they experience, allow deep learning to occur. Through imitation they learn authentic home and garden skills and develop artistic and musical capacities. A growing consciousness of the world emerges through the teacher’s stories and Kindergarten work. They also experience and take in deeply as part of their education the gesture, attitude and atmosphere created by the teacher. The teachers strive to be worthy of imitation in all that they are and all that they do.

Imitation can take several forms. A young child might imitate someone’s actions directly. If a teacher is carding and spinning wool, for example, a child might also want to card and spin. Children might also imitate in their play the actions that they have encountered. For instance, a group of children

might join together to form a moving company. They will pack up the toys in the kindergarten into a moving van that they have made of some chairs and boards and drive it to another land. Children also imitate our inner attitude. Kindergarten teachers therefore try to pervade everything they do with care. This will be reflected in the way they place an object on the seasonal table, or the way they put the toys away at clean-up time and make sure all the babies are tucked in and don't have any cold toes sticking out. If parents and teachers approach common life tasks such as cooking or cleaning with reverence and care, children will develop a deep respect for work and for material things. If, however, such tasks are done quickly and sloppily, this will be reflected in children’s difficulties in finding meaning in life.


**Child-Initiated Creative Play**

All that the child has imitated becomes their own through self-initiated creative play. They do not reflect or conceptualise but take in the gesture and impulse and through their will express this in play. This immersion in life and ability to play bring embodied experience and learning at this age. There are two forces in the child at work. The child brings the capacity to imitate and also their own inner impulses to engage with the world in a unique, creative and potent way. This connecting together of what is experienced or revealed to the child about the world on the one hand and on the other the awakening and strengthening of what are essential individual impulses and gifts characterises a healthy education.

Young children love to play. Through play, they enter the activities of the adults around them. The best kind of activities for kindergarten children are therefore those that allow them to engage, on a child’s level, in the work of adults … children are offered the possibility of participating in the traditional activities that might take place in a home: cooking and baking, cleaning and washing, sewing and ironing, gardening and building. Because these activities are done rhythmically, they create a feeling of well-being and a sense of security in the child. Because they are real, they help a child become grounded in the realities of life. Because they serve a purpose and are filled with meaning, they help the child enter more fully into life at a later age.

The materials and toys in a Waldorf kindergarten stimulate the children to use their powers of imagination and fantasy. As these powers are developed, children become able to transform natural materials into any kind of toy. They can use pieces of wood that have been left in their natural shapes as tools, musical instruments, telephones, vehicles, tickets to a performance, food for a feast, or the gold and jewels of a buried treasure hidden by pirates.

If one observes children playing with toys that have a great deal of detail, one can see that there is a different quality to the play … If, for instance, children are given a toy yellow taxicab, they are likely to limit their play to activities involving a taxi. If, however, they are given a plain wooden car … The possibilities are endless, limited only by the children’s imagination.


**Rhythms**

For young children to be able to connect to the participatory consciousness that allows immersion in the life and gesture of the world and also allows them to be engaged in self-initiated imaginative play they need to be held in a secure rhythm and warm aesthetic environment without overstimulation. Rhythm brings reassurance and continuity as well as trust in the unfolding of life. Children’s healthy habits are supported by repetition of authentic tasks and their memory is strengthened by recurring meaningful events such as festivals.
A daily rhythm includes Circle Time (music, speech and movement), Indoor Creative Play, Cooking, Morning Tea, Baking, Painting, Beeswax Modelling or Crafts, Outdoor Play in Nature, Lunch, Story and Bushwalk or Games. The curriculum is interwoven in these activities in a natural way.

**Kindergarten Curriculum: Geography**

*Our Connection to Our Place: The World is One, The World is Good*

**The Child Experiences Gratitude**

In Kindergarten, children are provided with opportunities to experience and interact joyfully with the natural and humanly created world through self-directed play, outdoor exploration, nature festivals and authentic home and garden activities as well as stories, action rhymes and games.

Geography is not taught as a formal subject but the Kindergarten experience provides a rich and appropriate exploration of the world and its environments of the landscape, garden, bush, buildings, animals as well as the elements of water, earth, warmth and air. The family and community connection to the world and the cosmos are also experienced through seasonal and cultural festivals.

The self-directed play and imitated work of the children allows them to imagine, create, represent and build diverse landscapes, gardens and structures and engage in exploratory projects in the environment.

**Central Experiences**

The children experience that our world has natural environments which are sustaining, beautiful, filled with presence, alive and changing in daily and seasonal rhythms. They are filled with joy and gratitude.

Through play in the environment and building projects they see that we have places in nature and crafted from its bounty by people to shelter, celebrate and provide practical support for life.

In Kindergarten the young child comes to connect to, wonder at, engage with and also recreate and represent the place and environment around them through stories, songs and poems, celebrations, self-directed play, home and garden activities and walks in the natural environment.

**Future Capacities**

Wonder at a young age transforms into a dynamic capacity of imaginative perception that enlivens conceptual intelligence in later years. Similarly the depth of gratitude experienced now will lead not only to care for the environment and honouring of people’s connections to place but also to the capacity to extend a gesture of blessing to all life.

The ACARA strands of Geographical Knowledge and Understanding and Geographical Inquiry and Skills can be identified in the Australian Steiner Curriculum Framework in a fully integrated way in the following Topic Content Descriptions and Elaborations.

**Stage-wide Topics of:**

- Festivals, Celebrations and Rhythms of Time
- Handcrafts of the Traditional World
- Outdoor Play, Bushwalk and Home and Garden Activities

**K.1 Story Time, Puppet Story**  
*e.g. Understanding of the natural world of plants, animals and people; their interaction with each other; human work and family and community life*

**K.2 Kindergarten Morning Circle:**  
*e.g. Engagement in poems, action rhymes, finger plays and songs about daily rhythms, seasons, real tasks of the home, farm and community and the natural world. Community related material from other cultures or in other languages on these themes*
K.4 The Living World of Garden, Bush and Farm e.g. The way in which the world of nature and earth, sun, rain and air provides a home for all living things and sustains their needs; the changing seasons and weather and the child’s experience in the playground.

K.5 The Elements of the World The elements of the earth in e.g. crystals, sand, soil and wood; the qualities of the air e.g. wind; The qualities of warmth and fire in e.g. sunlight, cooking, bonfires, candle flames; the qualities of water e.g. in drinking, rain, gardening, cooking.

K.6, Rhythms of Sun, Moon, Earth and Cosmos e.g. Children learn about and/or experience the sun and moon and stars in the sky; the light, warmth, wind and rain of our weather; the changing seasons

K.7 Creative Structures e.g. Children learn and/or experience through imitation and self-directed play: The creative transformation of natural materials and their properties, in their room and playground/garden.

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Content Description
K.1 Story Time, Puppet Story

Children learn and/or experience through imitation:
1. Listening to stories from classical and traditional sources from many lands
2. Hearing stories developed by the teacher or modern stories
3. Engaging in watching the scenes and figures used in puppet or prop-based stories
4. Hearing stories in prose, verse or dramatized with rich vocabulary and syntax
5. Engaging in the social conventions and change of moods in listening,
6. Imitating and elaborating the stories in self-directed, creative play
7. Understanding of the natural world of the landscape, weather, plants, animals and people; their interaction with each other; human work and family and community life

Content Description
K.2 Integrated Kindergarten Morning Circle

Children learn and/or experience through imitation:
1. Engagement in poems, action rhymes, finger plays and songs about daily rhythms, seasons, real tasks of the home, farm and community and the natural world
2. Community related material from other cultures or in other languages on these themes
3. Listening and responding to oral and gesture-based communication
4. Entering different moods of reverence, joy or engagement appropriate to each season
5. Moving imaginatively and walking or skipping forms in space related to oral language material
6. Expressing music through percussion instruments
7. Social customs eg greetings
8. Rich vocabulary and poems, nursery rhymes, verses and games with rhymes and rhythms

Content Description
K.4 The Living World of Garden, Bush and Farm

Children learn and/or experience through imitation and self-directed play:
1. The way in which the world of nature and earth, sun, rain and air provides a home for all living things and sustains their needs
2. The changing seasons and weather and their experience in the playground
3. How the human work of all contributes to the family and community and how they contribute and care for the world.
4. The places and features of their local world through the senses exploring and observing and gathering natural items for the nature table, play and representation in created landscapes.
Content Description
K.5 The Elements of the World

Children learn about and/or experience through imitation and self-directed play or through stories:

1. The elements of the earth in e.g. crystals, sand, soil and wood
2. The qualities of the air e.g. wind
3. The qualities of warmth and fire in e.g. sunlight, cooking, bonfires, candle flames
4. The qualities of water e.g. in drinking, rain, gardening, cooking

Content Description
K.6 Rhythms of Sun, Moon, Earth and Cosmos
(see Festivals, Celebrations and Rhythms of Time Stage 1 Topic for Festival Content)

Children learn about and/or experience

1. The sun and moon and stars in the sky
2. The light, warmth, wind and rain of our weather
3. The changing seasons

Content Description
K.7 Creative Structures

Children learn and/or experience through imitation and self-directed play:

1. The creative transformation of natural materials and their properties, in their room and playground/garden, including representational landscapes of stories and the local environment.
2. Lifting, moving, rolling and stacking a variety of natural materials and furniture to make creative cubbies
3. Exploring methods, adjusting, questioning and improving their imaginative structures
4. Experiencing gravity and levity and mechanics in their creative play

Achievement Standards: Kindergarten Geography/Science

1. In Kindergarten children help to care for the natural and created surroundings, animals and plants and engage with wonder, joy and gratitude in gardening, domestic work and nature play in their rich garden or bush environment

2. Children explore the environment actively, transforming and combining elements and materials to create e.g. sandstone paints, cubbies, story landscapes and gardens. They use natural materials to craft items and they cook.

3. Children experience connection to their world and the cycles of the day and night and the week through music, verse, movement and stories as well as family and community connection through the seasonal festivals and activities.

4. They balance size, shape and structure in their play and explore force and movement in e.g. swings, climbing equipment, sand and water play, pulleys and water pumps. They use warmth in cooking. They experience through the senses, question, communicate orally, plan and cooperate with others in their play and projects.
General Capabilities: Kindergarten Geography

Literacy
The children participate in daily Morning Circle oral language in the form of verses, poems and ring games which speak about nature, the landscape and the seasons. Phonemic awareness skills are also developed through these activities. They hear stories and develop rich vocabulary and recall skills.

Numeracy
They gather seed pods, flowers, crystals and leaves which have beautiful geometrical forms. They count out and share what they have gathered eg autumn leaves. They recite verses about the rhythms of time such as the seasons.

ICT
The use of tools in building in outside cubbies begins and the children may also do simple woodwork with hammers, sandpaper and hand drills.

Critical and Creative Thinking
The children are only at the beginning of picture thinking and their play time and stories develop both the inner picture making faculty and their observational skills.

Ethical Behaviour
The imitation of the teacher’s care for the environment and the community is a potent educational experience.

Personal and Social Competence
The high levels of social interaction in indoor and outdoor play and exploration support development of cooperation.

Intercultural Understanding
The Celebration of Festivals with parent and school communities brings the children into contact with other cultures and their traditions.

Cross Curriculum Priorities Geography

Histories and cultures of Aboriginal and Torres Strait Island peoples
Festivals and stories of Aboriginal culture are experienced.

Asia and Australia’s Engagement with Asia
Festivals and stories of Asian cultures are part of the class and school-wide experience.

Sustainability
The deep focus on nature at a young age allows the connection to life to remain and not be conceptualised too early.
GEOGRAPHY
Core Curriculum Topics
Stage 1: CLASS 1

Contents

Child Development Profile
Class 1 Geography /Science Topics

1.6 Local Surroundings 1 The World of Nature 1
1.7 Local Surroundings 2 The World of Nature 2

RELATED TOPICS
1.4 English/Geography/History/Science: Stories from the Dreaming / Sentences
1.5 Geography/History / English Ancient World Tales
1.8 Mathematics Numbers
* Geography Content in Related Topics is marked in green

Overarching Theme A: Celebrations, Festivals and Rhythms of Time
Overarching Theme B: The World Around Us: Outdoor Activities
Overarching Theme C: Handcrafts of the Traditional World
Overarching Theme D Morning Circle

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Priorities
## Class 1

### Developmental Profile

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Curriculum Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for Learning</td>
<td>Independent Representational Pictorial Thinking</td>
</tr>
<tr>
<td><strong>The children entering Class 1 are aware of wanting to learn from a teacher. They are able to internalise inner pictures or images that they hear in stories, recall them and build a context which they can then apply to diverse situations.</strong></td>
<td><strong>Outdoor nature experiences and festivals as well as simple stories are now joined by more detailed but still imaginative stories of the natural world around the child which are illustrated and an excerpt written in their books.</strong></td>
</tr>
<tr>
<td>Engagement through the feeling life</td>
<td><strong>It is crucial that at this stage the child receives these living pictures in a mood of wonder, not just because they will engage with and remember it more strongly, but so that when later the intellect fully awakens, it supports the interaction of the analytical mind with a more timeless and imaginative but no less truthful experience and perception of the living world.</strong></td>
</tr>
<tr>
<td>Imitative Faculty</td>
<td><strong>Children draw their story and outdoor experiences as well as engaging in dramatic renditions of verses and songs accompanied by the gesture or movement of the plants and animals, mountains or rivers, wind and waves.</strong></td>
</tr>
<tr>
<td>Concrete Exploration</td>
<td><strong>Time to explore and play on bushwalks and in their creative natural playgrounds is central to this subject. Exploring landscapes, water flow, weather etc - happens most optimally in these learning situations. The child observes, interacts, questions and creates.</strong></td>
</tr>
<tr>
<td>Rhythm and Memory</td>
<td><strong>A 3 day rhythm or cycle may follow a form such as 1. Imaginative presentation through story then 2. Recall, drawing, concrete exploration and dramatisation 3. Further concrete exploration, representation and writing of stories</strong></td>
</tr>
<tr>
<td>Multi-modal Imprinting</td>
<td><strong>Children engage in the full range of all of the creative and performing arts as well as writing, speaking and reading, cooking, gardening, bushwalking and play, using all the senses.</strong></td>
</tr>
</tbody>
</table>

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www.steinereducation.edu.au  
Version: September 2014
Topic 1.6  Science/Geography
Local Surroundings - The World of Nature
Local Seasonal Theme 1

“Through the nature story the teacher is able to widen the connections the child has with the immediate environment. It may be the sprouting of a seed when the earth is warmed by spring sunshine or the migration of birds or the hovering dance of a dragon fly... A common experience of the storyteller is that, while the making of the story is in progress, some aspect of nature reveals itself more fully. The involvement of the child in the wonders of nature becomes transformed into feeling while at the same time more subtle sense of observation is awakened”

Brien Masters

The Central Experience of the Content

The children live spontaneously but deeply in their interaction with the natural world around them. When stories bring more detailed and perceptive insights their interest and observations are slowly schooled while their ability to still live into the phenomena is maintained. The light and warmth of the sun, the water that comes from the clouds, the wind that carries the seeds, the earth that holds them and the buds of a new blossom are all examples of what might be brought through short stories full of conversations which reveal the inner gestures and the secrets of the world. It is the immediate surroundings that is most important: the flowers where they live, the mountain in the background or the river at the end of the street. The focus is more on the plant kingdom at this age, although the little creatures that live with the plants are naturally also a part of the story when they are in the school garden or met on bushwalks. (In Class 2 the animals will be more differentiated in the stories and their characteristic forms and gestures described within the tale.)

Future Capacities

The knowledge of the interaction and interdependence of all living things, the gratitude for the beauty of nature, the feeling of care for the land we live in, of stewardship for the earth, arise not from intellectual descriptions at this age - this will come later - but from the child-like enlivened stories in which nature speaks to the young child in still magical and powerful connection.

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**Content description**

**Science/Geography 1.6   Local Surroundings - The World of Plants – Local Seasonal Theme 1**

e.g. Harvest to Mid Winter

Students will learn to:

1. Listen and form inner connection to, the stories of the natural world including those about the landscape, the weather, the cosmos, and the plant world in the child’s surroundings and the way they change over time and throughout the seasons.

2. Listen and connect to stories of the animals, their gestures and homes in the child’s surroundings throughout the season.

3. Gather and display treasures of the natural world from both home gardens and school bushwalks.

4. Recall stories, draw pictures and write a sentence about aspects of seasonal nature stories (e.g. Harvest and Autumn, Mid winter, the wet or dry season)

5. Learn poems, songs and short sequences of dramatised stories about the natural world at this time accompanied by movement and gesture.

6. In play they represent the environment through landscape models and in drawing they create storyscapes.

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Topic 1.7 Science/Geography
Local Surroundings-The World of Nature – Local Seasonal Theme  e.g. Midwinter to Spring

To what has just been described must be added what can stimulate the child to reflection; you explain to him what lies near at hand and this will later be brought to him again as Geography and Natural History. These subjects are brought close to his understanding by linking them to things familiar to him- plants animals, configuration of the land, mountains and rivers……we bring about an awakening as regards his environment, so that he learns to connect himself to it.

Rudolf Steiner Curriculum Lectures 1919

The Central Experience of the Content
To help young children, who are still in a dreamlike state of consciousness, to gradually awaken to their environment, the teacher creates little stories that characterise the mountains, rivers sky, clouds, trees, plants, animals, stones, rocks that surround the child. Although personified, the stories are designed to imaginatively reveal the different elements of the environment in a truthful (ie scientifically based) manner, evoking feelings of reverence, love, wonder and gratitude for creation.
(Curriculum- Waldorf Schools in South Africa, 1995)

Future Capacities
It is crucial that at this stage the child receives these living pictures in a mood of wonder, so that when the intellect fully awakens, what has been received rises as the background feeling that supports the interaction of the analytical mind with a more timeless and imaginative but no less truthful experience and perception of the living world.

<table>
<thead>
<tr>
<th>Content description</th>
<th>Local Surroundings -The World of Nature- Local Seasonal Theme 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science/Geography 1.7</strong></td>
<td>e.g. Mid-Winter to Spring</td>
</tr>
</tbody>
</table>

Students will learn to:
1. Listen and form inner connection to, the stories of the natural world including those about the landscape, the cold weather, the night sky with its stars, the plant world which waits for the spring and the warmth within the earth where the seeds are resting.
2. Listen and connect to stories of the animals in the winter time and the human being who finds warmth and light in the home.
3. Gather and display treasures from the natural world at winter time from both home gardens and school bushwalks e.g. camellias, wattles
4. Draw pictures and write a sentence about aspects of winter and spring nature stories
5. Learn poems, songs and short sequences of dramatised stories about the natural world in winter and spring accompanied by movement and gesture.
6. In play they represent the environment through landscape models and in drawing they create storyscapes.
Topic 1.4  English/Geography/History/Science
Stories from the Dreaming/ Sentences

The Central Experiences of the Content for History/ English

Aboriginal Dreaming stories provide locally based content for Australian children, drawing on fauna, flora, landscape and people of their own country. The tales possess a creation story element that evokes a spirit of wonder in the local natural world.

English experiences and skills are further developed in this unit by writing complete sentences from stories into each child’s own book. Concepts about print are further developed through each child creating their own illustrated reader of sentences from the stories.

In addition English skills continue to grow through listening to rich vocabulary and sentence structure and by retelling of the stories.

Future Capacities

The children are filled with a feeling of connection to their local environment that will build a sense of belonging to a homeland in later life. The fostering of inner images continues to build imagination that will lead to creative capacities in later life.

Content Description

Students will learn to:
1. Experience the oral tradition of listening to stories from the past.
2. Write sentences describing incidents derived from stories of the Dreaming;
3. Recall stories sequencing narrative events
4. recognise an increasing range of high frequency words by phoneme deletion and substitution;
5. Identify sounds at the beginning of words;
6. Read texts from self-created books
7. Respond to narratives drawn from Indigenous Australian culture using a variety of forms of communication of stories including oral, visual, written and dramatic.
8. Understand concepts about print including how texts are organised using page numbering, heading and titles
9. Hear and communicate about Aboriginal and Torres Strait Islander stories of the Dreaming, the ancestors and the creation of the world, traditional ways of life, family and community structures as well as the deep connection to their Countries/Places in the local area, to the features of the natural environment, the seasons and weather and their importance to them.
**Topic 1.5 Geography/History / English**

**Ancient World Tales**

“Through most of man’s history, a child’s intellectual life, apart from immediate experiences within the family, depended on mythical and religious stories and on fairy tales………………Like all great art (they) both delight and instruct; their special genius is that they do so in terms which speak directly to children...........Only on repeated hearing ….., and when given ample time and opportunity to linger over it, is a child able to profit fully from what the story has to offer him.”

Bruno Bettelheim  *The Uses of Enchantment: The Meaning of the Fairy Tales*

**The Central Experiences of the Content for History**

The development of human consciousness is the archetypal life path represented in folk tales from around the world. In this topic the children also meet pictures of traditional farm and village life and age old crafts and trades from around the world. They take in, draw and play out in simple dramatizations, the work of the candle maker, baker, cobbler as well as pictures of village life from older times with the simple hut, barn and farm animals; travel by horse and cart and cooking over an open fire. The stories bring a way of living from the past alive for the children in the way that will speak most appropriately to them. Stories may be chosen which represent cultures of the families in the class so that the class community is built and children’s heritage acknowledged.

English skills are developed through listening to the rich vocabulary and sentence structure of these tales, by retelling of the stories, and by instruction in lower case print in which the stories are written into each child’s own book.

**Future Capacities**

The children, who have heard the tales of the past, are filled with a sense of the developing human being on a journey towards maturity. The history of humanity is a story of which they are a part and in which they can participate with confidence and courage. The development of a traditional community of shared work and arts in their class brings this possibility as a seed for the future.

Quality stories express ethical dynamics which provide a template for individual choices in later life. Folk tales develop empathy for culturally diverse values and experiences, which translate in adult life to tolerance and a sense of connection with a wider humanity community.

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**Content Description**

**Main Lesson and Practice Lessons**

**Students will learn to:**

1. Listen to and respond to traditional stories of the ways of the distant past in different cultures across the world, describing simple farm and village life and family and community structures.
2. Recall stories, sequence events and images, draw pictures, paint and write about these ancient world tales;
3. Model elements in beeswax and relate dramatic representations of the stories;
4. Write sentences using upper and lower case letters as appropriate describing incidents from stories and poetry.
5. Recognise an increasing number of high-frequency sight words.
6. Identify single consonant sounds at the beginning and ends of words
7. Read texts in self-created books
8. Use a variety of forms of communication of stories including oral, visual, written and dramatic.
Topic 1.8 Mathematics
Numbers

"Were it not for number and its nature, nothing that exists would be clear to anybody either in itself or in its relation to other things... You can observe the power of number exercising itself ... in all acts and the thoughts of men, in all handicrafts and music."

Pythagorean Philolaus (425 B.C.E.), as writing:

The Central Experience of the Content
The children experience the world in its foundational principles as they meet each number through story:
1- The whole, the individual- the family, class, whole world and all its people.
2- Duality of Sun and Moon, day and night, mother and father, two eyes, ears, hands, feet
3- The mother, father and child; the triangle
4- The square, four directions, elements, seasons,
5- The five pointed star, the human form, fingers of the hand….
6- The hexagon, beehive, snowflake
7- The rainbow, days of the week

Future Capacities
Through number qualities the children experience how the created world is formed out of number principles and patterns, both within the human being and in the natural world and its mineral, plant and animal kingdoms. This leads to a possibility for connection of the child to the environment, for appreciation of beauty and sense of meaning. In addition a sense of the potency of the mysteries to be uncovered in the world is fostered as well as a love of learning through discovery.

Content Description

<table>
<thead>
<tr>
<th>Topic 1.8</th>
<th>Maths Numbers</th>
<th>(Main Lesson plus practice lessons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Do simple rhythmic counting of numbers;</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Experience the qualitative nature of numbers 1-12 in the world; beginning with the representation of the family, class and then the whole world as a drawing</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Write Roman and Arabic numbers to 12;</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Sequence and read aloud numbers to 12;</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Explore groupings within numbers.</td>
<td></td>
</tr>
</tbody>
</table>
Achievement Standards  Class 1 Geography / Science

1. Children care for the landscape and the animals and plants and engage with joy in nature in their rich garden or bush environment. They illustrate and describe in written form the natural and constructed features of the landscape and the plant and animal life in their school and local environment. They identify and locate the different activities and spaces of the classroom, gardens and school environment.

2. They explore the environment actively, identifying, transforming and combining elements and materials to manage and construct features of the environment e.g. sandstone paints, cubbies, gardens, sandpit waterfalls, lakes or mountains in their play and work.

3. They experience anticipation for the cycles of time such as day and night and the seasons and participate in celebrations actively through practical crafts and the creative and performing arts. They name the days, months and seasons and simple weather forms.

4. They imitate the practical home and garden-based work of the teacher, caring for the environment and extending their efforts to independent projects displaying creativity, flexibility and adaptability.

5. They experience with the senses, question, communicate orally, plan, investigate, represent, respond and cooperate with others in their play and projects in the natural, managed and constructed environment.

General Capabilities: Year 1 Geography

Literacy
The children are beginning to write their story recall into Main Lesson Books and so produce by the end of the year story pictures of nature, the weather and the landscape with written excerpts. They have daily oral language work of poems, verses and songs of the environment.

Numeracy
The bushwalks in nature, and garden experiences allow many opportunities to observe the geometry and numbers inherent in the world from the flower patterns to spiders’ webs, wave forms in rocks, leaf patterns or crystal shapes. They create play landscapes such as spiral paths, circles etc, one to one correspondence of pebbles and classification of shape and size.

ICT
Beginning to develop books they have produced themselves is a skill that needs to be developed before digital ICT begins. Page layout, sentences, illustrations are the first building blocks.

Critical and Creative Thinking
The nature stories of Class 1 are able to provide pictures of the beauty, interdependence and wisdom of the created world. In play they arrange and rearrange spaces for different creative and practical purposes.

Ethical Behaviour
The children are able to imitate still the mood of reverence, gratitude and joy in the local environment which the teacher brings. They also imitate care for the garden, flowers in the room, the bush as they walk, the classroom and school environment and toys and tools they use.

Personal and Social Competence
The children are involved in experiential learning in which practical cooperation is essential. They also have many opportunities for individual social language development. They become part of a school community and identify and locate the different places and activities of their school.
Intercultural Understanding
The children engage in the school festivals and experience the many cultural riches of the extended school community on these occasions.

Cross Curriculum Priorities

Histories and cultures of Aboriginal and Torres Strait Island peoples
The stories of the Aboriginal Peoples bring a perspective of another culture. Festivals bring experience of Aboriginal sense of Place e.g. Welcome to Country.

Asia and Australia’s Engagement with Asia
The festivals and stories brought from Asia bring experience of this realm to the children.

Sustainability
The bushwalks are times of great joy and adventure as they engage and connect to nature – the first step toward an appreciation and awareness of the gifts to be protected. Recycling, compost and usable gardens bring an experience of sustainability.
Child Development Profile
Class 2 Geography/Science Topics

2.5  Local Surroundings 3:  The World Around Us 1
2.6  Local Surroundings 4:  The World Around Us 2

RELATED TOPICS

2.4  English/Geography  World Legends

Overarching Theme A:  Festivals, Celebrations and Rhythms of Time
Overarching Theme B:  The World Around Us: Outdoor Activities
Overarching Theme C:  Handcrafts of the Traditional World

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Priorities
# Developmental Profile

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Curriculum Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individualised Thought Pictures</strong></td>
<td>The content is still best integrated through thought-pictures. “Concepts are understood meaningfully when they are mobile and organic in quality. The events and experiences of the outside world are filtered through the child’s imagination and rearranged to accord with the child’s homogenous worldpicture” (Rawson and Richter- Educational Tasks and Content of the Steiner Waldorf Curriculum 2000) Children are able to create more vivid inner pictures.</td>
</tr>
<tr>
<td></td>
<td>The experience of the local environment is still brought through stories which are recalled and drawn. The impulse for these stories often arises out of the daily interaction with their surroundings. The geographical scope widens as stories of the landscape come from the four compass directions. The descriptions and narratives are summarised by the class and a book of nature studies is created.</td>
</tr>
</tbody>
</table>

## Engagement through the feeling life

The joy of learning is built on a strong love of rhythm, recitation and movement as well as the colourful stories and beautiful geometric patterns. The environment of the school is often carefully chosen to provide an experience of the beauty of nature.

Through play, bushwalks and stories the beauty of nature is made more visible to the child and its secrets are slowly revealed. The mysteries of the surrounding lands are pictured through the journeys of the four directions, the stories of the elements and the close connection with the animal world. The human element of interaction with nature is highlighted through biographical pictures of those whose reverence for and connection with nature was outstanding eg St Francis

## Imitative Faculty

The faculty of imitation is less marked but can be employed to enhance engagement in e.g. a quiet mood for imaginative storytelling, a new skill or activity sequence.

The quiet mood of observation, the careful interaction and the joyful gratitude for nature are still modelled by the teacher and the heroes of the stories. Imitation lessens and gives way to more self-initiated activity.

## Cognitive Development

The children are less dreamy. They can concentrate for longer periods. While still in transition developmentally from the preoperational stage, the beginnings of concrete operational thought are evident from age 7 onwards. This includes aspects of identity, reversibility and seriation.

The children are able to recall clearly, create their own story summaries together and illustrate the world of nature they have encountered. They live imaginatively into the anthropomorphic level of e.g. Aboriginal Dreaming Stories or the Celtic Tales which come from a stream of nature wisdom. The relationship to nature and traditions of diverse cultures are experienced in World Legends.

## Rhythm and Memory

Rhythmic review of work begins in a 3 day rhythm which utilises the sleep time in which memory is imprinted through into the conscious awareness, habits and physical skills. Age 7-8 sees a strengthening of rhythmic memory

A 2 or 3 day rhythm or cycle may include e.g.
1. Outdoor experience in nature or Imaginative presentation through story for the first introduction of a new skill.
2. Recall, drawing, concrete exploration, movement, recitation and dramatisation.
3. Further exploration, representation and writing.
Multi-modal Imprinting

Knowledge, understanding and skills are more deeply integrated into the body when they are done in many different modalities. Children engage in the full range of all of the creative and performing arts as well as writing, speaking and reading, cooking, gardening and play using all the senses.

Physical Development

Laterality and dominance are more firmly established in this year and both gross and fine motor movements develop further. Left brain myelination is largely completed (See Primary Position Paper). The lengthening of the limbs continues and greater dexterity, strength and confidence are evident physically. Individual differences in capacities and skills for learning become more apparent in the class activities.

The children enjoy longer bushwalks and have the skill to make many larger built structures in the garden and hand-crafted items. They can learn more complex performance contributions for seasonal festivals.

Topic 2.5 / 2.6 Geography/Science/English
The World Around Us 1-4

(The content of these two Topics outlined below in 4 sections could be combined in various ways)

“In the beginning the world is still so near to little children, so much their own, that for them it is governed by the same laws they are. All creatures talk to each other and joy and sorrow appear to them as they do to the children themselves. But now the time has come to make the children more conscious of the great wisdom in nature in such a way as that this process of becoming conscious is a joyful one. Again and again one experiences how they recognize and accept the truths given to them in story form…

T Veenhof  (in Ron Jarman Child and Man Extracts 1975)

Central Experiences of the Content
As the children awaken more to the world, their ability to enter with their imagination and their picture-based memory forces into the environment becomes richer. The second year of schooling widens the narrative based nature lessons more to the animal world and to the further landscapes of the region. The children journey inwardly with the animals as they speak imaginatively about their travel through warm rainforest climates or oceans and islands. The winds and weather patterns such as a southerly buster or warm north wind bring a sense of the distant lands and climates to the children. Some stories may focus on the lands to the warmer north, later the fresh coastal ocean environment; then the warm desert expanses and finally the cold south.*Thus the world expands for the child through the imaginative rendition given by the teacher which goes beyond factual discussions.

Future Capacities
The basis for future connection with the surroundings, for ecology and sustainability and for understanding of the interdependence of all creatures arises in these stories. Everything that enters the life of the class from a wind storm in the playground, to a caterpillar or beetle in the garden is incorporated into the stories and so is brought to pictorial consciousness, becomes filled with significance as it were and given context in the whole of life.
Content Description

Topic: Class 2 The World Around Us 1*
(These topics 1-4 could be combined in delivery)

Students will learn to:
1. Engage in stories of the wider region, weather patterns, landscape and plants to the coastal lands, ocean and islands; their names and the related features that give them meaning; Aboriginal Creation/Dreaming stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals of the ocean, their homes, their movement, their needs, their young and interaction with life;
3. Write about these stories of animals, the weather, and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.

Content Description

Topic: Class 2 The World Around Us 2

Students will learn to:
1. Engage in stories of the wider region, weather patterns, landscape and plants of the desert lands; their names and the related features that give them meaning; Aboriginal Creation/Dreaming stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals, their homes, their movement and interaction with life in the desert;
3. Write about these stories of animals, the weather and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.

Content Description

Topic: Class 2 The World Around Us 3

Students will learn to:
1. Engage in stories of the wider region, weather patterns, landscape and plants of the tropical north; their names and the related features that give them meaning; Aboriginal Creation/Dreaming stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals, their homes, their movement and interaction with life;
Write about these stories of animals, the weather and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.

Content Description

Topic: Class 2 The World Around Us 4

Students will learn to:
1. Engage in stories of the wider region, weather patterns, landscape and plants of the cold south; their names and the related features that give them meaning; Aboriginal Creation/Dreaming stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.
2. Form pictures of the local animals, their homes, their movement and interaction with life;
3. Write about these stories of animals, the weather and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.
Related Topic 2.4 English/Geography
World Legends

The Central Experiences of the Content

The students continue to have their imaginations formed by stories from around the world that draw on the rich heritage of diverse cultural traditions, including Asian and Pacific stories. These stories contain in archetypal form the wisdom of a culture as it was handed down from the past. They speak of creation, human striving, the gaining of wisdom and the relationship with the natural world as it was visioned and understood in different historical times.

Students continue to bring a creative response to the learning experience through the writing and illustrating of their own books: they continue to build a bank of sight words, continue to master a variety of simple phonic patterns through word families, and between the combination of these twin processes they begin to develop word attack skills for unfamiliar texts. In this unit the teacher creates a text based on familiar verses, rhymes and stories that the students read together and individually. From this point the students are then enabled to move to readers with unfamiliar texts in a reading program. Students also create texts for a range of purposes such as simple messages, letters, and recipes.

Future Capacities

Students are exposed to a diversity of cultural expression, particularly Asian and Pacific, thereby being grounded in the traditions of their geographic neighbours. A foundation is laid enabling them to become global citizens by an appreciation at this early age of the breadth of narrative from these diverse world traditions.

Content Description

English/Geography 2.4 World Legends

Students will learn to:

1. Create short texts with extended sentences (may be modelled by the teacher) describing stories from a range of cultures around the world and demonstrating emerging use of appropriate punctuation, sentence-level grammar, word choice and text structure.

2. Read self-created, teacher-created and other age appropriate readers with increasing comprehension and word-attack skills.

3. Participate in a simple dramatic production using world legends as content (may also be applied to 2.1, 2.2, or 2.3).

4. Explore and learn from stories of human development, wisdom and relationship to nature from different cultures including Asia and the Pacific.

5. Use a variety of forms of communication of stories including oral, visual, written and dramatic.

6. Use an increasingly wider vocabulary in speech and writing, beginning to be aware of word choice to suit audience and purpose.
Achievement Standards Class 2 Science / Geography

1. Students are immersed in and observe the landscape, weather, seasons and plant life and especially the animals of the local environment. The wider environment and animals of the coastal lands and seas, desert, colder regions and/or the tropical north are imaginatively encountered through narrative and they draw and write longer class stories which describe these environments and animals. They illustrate and write about the physical and instinctive behaviours of animals.

2. Students explore a wider garden and school environment actively, transforming and combining elements and materials to create more complex projects e.g. sandstone paints, cubbies, gardens and play scenarios. They experience the produce of the environment as in handwork they e.g. wash, card, dye, felt or knit as well as engaging in embroidery, sewing or crochet and use appropriate materials to create more complex items of clothing and toys. They cook: mixing, kneading, and baking.

3. Students anticipate more consciously the seasonal cycles of time and festivals and accompanying changes in the outer landscape and weather as they relive them in the school community and contribute with more complex artistic pieces.

4. Students manage and construct their environment in their play and explore force and movement in increasingly independent projects e.g. larger cubbies, shops, swings, climbing equipment, sand and water play, pulleys and water pumps. They find and transform outdoor equipment and natural materials to create more complex planned play scenarios. They display a greater sensibility to sound dynamics in e.g. singing, percussion and recorder playing.

5. Students illustrate and recall descriptions of landscapes and animals and the relationship between them. They display an increasing sense of care and responsibility toward their class environment.

6. Students experience, observe with the senses, question, plan, investigate, compare, communicate, respond and cooperate about practical play-based activities and school and classroom projects in natural, managed and constructed environments.

General Capabilities: Year 2 Geography / Science

Literacy
Geography in Class 2 is still very much narrative based. Children recall, illustrate and write about the Human Being’s relationship to the natural world; plants, animals and landscape of the school and local environment moving out in the four compass directions. Poems, verses and movement are integrated in Morning Circle.

Numeracy
The experience of time is still brought experientially through the Celebrations, Festivals and Rhythms of Time. Practical festival preparations, nature tables of the seasons and bushwalks all build understanding of cycles of time. Forms and geometrical patterns in nature are the early basis of projective geometry.

ICT
In Outdoor Play, Bushwalk and Home and Garden Activities the children work in a more skilful way with materials and tools. They construct major bush cubbies, excavate sand and soil and create climbing structures with eg simple buckets, spades, ropes and bush logs. Student written work is more extensive with paragraphing, page layout and title pages, aesthetics and the relationship between colour and form all becoming more conscious and skilled as necessary forerunners of digital layout.
Critical and Creative Thinking
The ability in the future to see into the depth of a situation is preceded by the experience of the inner gesture of all aspects of the world that the teacher brings. The gesture of the bulbs in spring, the birds building a nest in the school garden and the warmth of the sun are described in artistic detail. The inherent wisdom, interconnectedness and balance of the world becomes a given template from which all later deviations can be sensitively seen and felt.

Ethical Behaviour
Similarly the stories brought in the lessons on nature and cultures also develop a picture of the sacredness of all life which is not defined and labelled but experienced inwardly with true pictures that will grow and mature with the child. (The related English/History/Science Topics of the Fables and tales of the Saints/ Friends of Nature, bring pictures of ethical questions in a hidden pictorial way, which though not explained meet the children on an inner level).

Personal and Social Competence
The children go on regular bushwalks and cooperate and support each other. In outdoor play they need each other to implement the big plans for building and games in nature.

Cross Curriculum Priorities

Histories and cultures of Aboriginal and Torres Strait Island peoples
Nature stories include the Aboriginal Dreaming stories of landscape, animals and plants.

Asia and Australia's Engagement with Asia
Nature stories and fables include those from Asian cultures.

Sustainability
All stories, through bringing connection between the children and the environment and the living creatures help build a more sustainable future. The inherent balance and interrelationship of all the Kingdoms of nature (Mineral, Plant, Animal and Human) is experienced. Greater responsibility for their recycling, compost and usable gardens bring experience of sustainability.
Contents:

Child Development Profile

Class 3 Geography/Science Topics

3.5 Farming and Gardening
3.6 Building

Other Related Topics

3.1 Literature of Creation and Tradition

See Also

Overarching Themes Stage 1 (Classes K-3):

Theme A: Festivals, Celebrations and Rhythms of Time
Theme B: Outdoor Activities
Theme C: Handcrafts of the World

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards

General Capabilities

Cross Curriculum Priorities
<table>
<thead>
<tr>
<th>DEVELOPMENTAL PROFILE</th>
<th>CLASS 3 CHILD AGED 8-9 YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Stage</strong></td>
<td><strong>Curriculum Approach to Science/Geography</strong></td>
</tr>
<tr>
<td><strong>Separation from the Earlier Sense of Unity</strong></td>
<td>A sense of separation from the world and people around them brings doubt and confusion. Individuality emerges out of this sense of alienation and a sense of self comes as a response to questions such as Who am I? , Where am I? How do I live?</td>
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<tr>
<td></td>
<td>This journey is met with practical connection to the world around the child in respect to their homes and farm life. Through the work together on building and farming the sense of separation from the world is replaced by a sense of connection to the environment and community and a feeling of responsibility and confidence.</td>
</tr>
<tr>
<td><strong>Engagement through the practical and feeling life</strong></td>
<td>The child feels less at one with the world. Last traces of personal identification with the objects of the world dwindle and the child’s experience divides into subjective inner experience and objective outer reality. There is a growing sense of the world outside the home and family.</td>
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<td></td>
<td>A new interest in the practical world emerges. Stories of coming to live on the land, to farm and build, bring a new awakening confidence. Study of Measurement parallels this coming into relationship with the world and mastery of it. Confidence comes from knowing they have the skills and capacities to connect with, enhance and construct their environment ie build a home and live on and cultivate the land to grow food.</td>
</tr>
<tr>
<td><strong>Cognitive Development</strong></td>
<td>The corpus callosum is now developed and integration of right and left hemispheres is possible. In terms of the stages of Piaget, the transition years from pre-operational to concrete operational are over. More children will have become able to use reversibility, seriation and classification. Some simple sub-classification is possible.</td>
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<tr>
<td></td>
<td>Reading longer books of real life on the farm or in a village with all the trades is now recommended. In terms of lesson work the children can experience an understanding of much of the practical science and geographical understanding underlying farming and building e.g. balance, measurement, making butter, growth of grains, features of a landscape that allow transport and agricultural use, supply of building materials. History, Geography, Economics, Measurement and Science come together in study of farm life and practical occupations.</td>
</tr>
<tr>
<td><strong>Rhythm and Memory</strong></td>
<td>Rhythmic review of work continues in a 3 day rhythm which utilises the sleep time in which memory is imprinted through into the conscious awareness, habits and physical skills.</td>
</tr>
<tr>
<td></td>
<td>A 2 or 3 day rhythm or cycle may include Imaginative presentation through story to introduce a theme then several real life practical experiences. Review, drawing, further concrete exploration, representation, writing recounts, projects.</td>
</tr>
<tr>
<td><strong>Multi-modal Imprinting</strong></td>
<td>Knowledge, understanding and skills are more deeply integrated into the body when they are done in many different modalities.</td>
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<tr>
<td></td>
<td>In Class Three these are often practical and engage the senses through farming, cooking and gardening. Duration also become important as experience of building or farming happens over time.</td>
</tr>
<tr>
<td><strong>Physical Development</strong></td>
<td>The child develops a firmer gait, speech sounds are formed in the middle of the mouth, the heart increases in size and a breath/pulse ratio of 1:4 is established.</td>
</tr>
<tr>
<td></td>
<td>The strength of the child increases and “hard work” of building and farming is possible.</td>
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</tbody>
</table>
Topic 3.5 Geography / Science / History
Farming and Gardening

Now you see that the material you have gathered through describing the environment (in class 1 and 2) you employ in a free way for forming your lesson on practical occupations. The child of about nine in the third class can very well gain an idea...of how to manure, and how to plough; what rye and wheat look like. In short you let the child enter into his surroundings as far as he can with understanding.

Rudolf Steiner Curriculum Lecture 1 1919

Central Experiences of the Content
At a time when the children are beginning to feel separated from the world they need to experience the deep interconnections between all realms of life. The children will be involved in stories of the daily and seasonal life on the farm. They will experience the work of the human being in harmony with the earth, its landscape, its seasons, the plants and animals. Real experiences of making butter and bread, growing grains and spinning wool will now be more consciously experienced as part of the work which the children can do. The interdependence of the geography, history, land use and economic life of the area is explored. Their experiences now will form the basis for work later in their schooling on ecology and the economy.

Future Capacities
Deep reverence is awoken for the sacrifices of the kingdoms of nature, their interdependence and gifts of the earth; the soil, rivers, rain and the wonder of the plant kingdom that provides us with food and materials for clothing and shelter. The animals that help provide milk, wool and honey are appreciated also as part of a finely balanced web of life. The understanding of human stewardship evolves, not conceptually at this age but through joyful experience and gratitude.

Content Description
3.5 Geography / Science / English / History Topic: Farming and Gardening

Students will learn to:
1. Recall, draw, map, label and write a description of the work of a mixed farm over the seasons and the role of the sun and rain as well as the ability of the farmer/gardener to cultivate the soil through e.g. compost. Use appropriate informative language in outlining a procedure and in oral reports of farming visits. Identify direction (cardinal compass points e.g. sunrise in east and winter sun in north, and location of places e.g. markets, transport, mills, craftspeople, their purpose, distance (near and far) and accessibility and how often people visit them.
2. Outline the different crops on a farm and their growth through the seasons.
3. Discover the different crops of their own local region now and in the past (from stories and maps or photographs) and visit and observe the work of a farm and write a report of the visit.
4. Appreciate the processes and working together of many people necessary to produce goods.
5. Question, reflect on and write about the things we eat, use or wear to discover the role of the earth in our lives.
6. Explore and understand the use of tools to grow and make food.
7. Hold a market garden stall to sell, barter or share their produce.
8. Create a vegetable and grain garden, raise seeds, water, weed and harvest produce: learning, questioning, predicting how the garden can best be positioned/cared for. Suggest action to solve a geographical challenge. Research, record and communicate results (using written, graphic, tabular and visual form).
9. Listen to stories, explore and/or investigate through interview the Aboriginal and Torres Strait Islander relationship to the land of the area, their place names, sacred sites, the changes that have occurred over time, the need for their care and their way of providing food.
**Topic 3.6 Science/ Geography /History/English Building**

Dwelling

The earth is the home of all people,
Its ceiling the blue sky above;
Its floor is the ground on which we walk
Upheld by a selfless love.

The earth is the home of all people,
Its ceiling the blue sky above;
Its floor is the ground on which we walk
Upheld by a selfless love.

The sun warms our home in the daytime
The moon and the stars light the night,
And over it all with great wisdom
God rules with a lawful might.

The sun warms our home in the daytime
The moon and the stars light the night,
And over it all with great wisdom
God rules with a lawful might.

And out of this home with heavens help,
From water, fire, air and earth
Is fashioned a house for every soul
To dwell in from time of birth.

And out of this home with heavens help,
From water, fire, air and earth
Is fashioned a house for every soul
To dwell in from time of birth.

Central Experiences of the Content

When, at this age, the children feel themselves an individual upon the earth they can bring their will into practical tasks in a realm where responsibility and focus are required. This topic helps the children who are becoming more connected to the world to find strength and clarity as well as the confidence to know that they can build themselves a home upon the earth. This topic generally succeeds the measurement topic and the children are able to do scale drawings and imagine clear measurements for their building. The various elements of design; to protect people from the elements, allow light to enter, space to rise to the sky above, provide personal space and enfold the family are balanced. Looking at the different trades required to build a house fosters a sense of gratitude and cooperation and the review of houses around the world in different landscapes and climates, brings social understanding.

Future Capacities

There is a balance between self-reliance and community. The children will feel capable of building a home yet they also experience that in order to live every living thing needs other living things. Human life is lived in community and ideally the skills of each person are given to that community and each person also in turn receives the contribution of each other member. Observing the homes in the different places around the world gives a cultural connection and understanding.

**Content Description**

<table>
<thead>
<tr>
<th>Science/Geography/History/English</th>
<th>Topic: 3.6 Building</th>
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<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
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<tr>
<td>1. Understand the role of and appreciate the homes we have- our body, our house and the earth.</td>
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<tr>
<td>2. Describe and draw the varied homes of the world regions, both near and far throughout time and in relation to the different climates types of the world and the characteristics and features of local areas such as landscapes with various local materials. (They see similarities and differences in and pose questions and record information about the relationship between weather, landscape, vegetation and housing materials from stories, books or photographs.)</td>
<td></td>
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<tr>
<td>3. Develop confidence and skills in house design and practical building, understanding the need for qualities such as shelter, warmth and light. Draw house plans, label, show compass direction and represent information in practical lists and tables.</td>
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<tr>
<td>4. Appreciate and understand the role of the many tradespeople that help to build our homes and support our lives.</td>
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<tr>
<td>5. Understand the various materials available in the environment and tools used for building and their qualities and advantages and use them safely.</td>
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<tr>
<td>6. Reflect on the way space is used for different activities and can be rearranged for different purposes.</td>
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<tr>
<td>7. Understand, through story, songs and poems the Aboriginal and Torres Strait Islander connection to place and their local sacred sites and changes that have occurred, how they may be cared for.</td>
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<tr>
<td>8. Geographical Skills: Pose questions about familiar and unfamiliar places, collect and record data and information from observation, pictures, story books or interviews in tables, plans, labelled maps. They form and communicate findings, plans and lists in written, oral and visual form, reflecting on their learning and on results of practical action taken.</td>
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</tbody>
</table>
Central Experiences of the Content

Around the age of 9 an existential experience of separation of Self and World can be experienced and the growing child now looks at the world as a more self-conscious individual. This moment provides an opportunity to consider the great themes of humanity: Creation, Tradition, Authority and how they impact on the burgeoning individuality. In the history of humanity these themes have been expressed in some of the great narratives of ancient human cultures, and stories from these cultures are valuable narratives for the child to experience and to explore at this particular age. These narratives are treated as oral and written literature, great stories, as myths from classical traditions that speak to the growing child’s imagination: they are not treated as statements of presumed fact or faith.

Narratives of Creation express the sense of beginnings that an individual starts to confront and question as they look at the world as a self-conscious entity: how did things begin? Where do I come from? These narratives do not answer the questions directly for individuals but pose expressions of earlier and traditional answers in the form of myth and literature.

From Creation there is established a tradition expressed in a civilization that supports or “lives out” that picture of Creation.

This literature is initially experienced in oral form as teacher-told stories, then read in print form. This literature provides content for further developing language and literacy skills. Handwriting now moves to joined script with an emphasis on a formed, aesthetic hand.

Future Capacities

By experiencing the answers of earlier cultures to the questions of beginnings, students are stimulated to ponder on their own terms. The answer is not given by the traditional narrative, but the images in them provide a repertoire of imaginative possibilities for the student to consider in building towards their own individual worldview.

Content Description

<table>
<thead>
<tr>
<th>Topic 3.1 English:</th>
<th>Creation and Tradition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
</tr>
<tr>
<td>1. Write with cursive or joined script;</td>
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<tr>
<td>2. Write texts with appropriate punctuation including full stops, question marks, exclamation marks and speech marks.</td>
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<tr>
<td>3. Create their own illustrated book with texts that adapt language features of the original Creation and tradition narratives including rhymes and rhythms (poetics).</td>
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<tr>
<td>4. Read a range of literature connected to the narratives.</td>
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<tr>
<td>5. Recall stories sequencing narrative events</td>
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<tr>
<td>6. Use a variety of integrated forms of communication of stories including oral, visual, historical narrative and dramatic.</td>
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<tr>
<td>7. Learn and recite a range of verse, rhymes and poetry from the narratives.</td>
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<tr>
<td>8. Write creation texts in original language and script, and understand how spoken and written forms of language are different modes of communication with different features depending on context and cultural background.</td>
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<tr>
<td>9. Appreciate the way traditional cultures have expressed the sense of creation of the world in narrative and visual form including the beautiful sphere of the earth.</td>
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<tr>
<td>10. Recognize high frequency sight words.</td>
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</tbody>
</table>
Achievement Standard: Class 3 Geography / Science

1. Students illustrate and describe the role of the landscape, weather and seasons as well as the plants and animals in relation to farming and the human being’s need for food, water, clothing and shelter. They suggest action to solve a geographical/scientific challenge. They exhibit skill, care and confidence in gardening and farming, acting to solve simple challenges.

2. Students are able to complete and describe a range of building processes for the constructed environment and design according to the activity of the space and preferences e.g. mud-brick making, mixing of mortar or woodwork. They can follow instructions, observe, communicate, investigate improvements and evaluate and adjust processes. They identify the uses of different materials and resources.

3. Students experience and understand people’s need for food, shelter, light and warmth and the relationship to the managed environment. They cultivate and cook with a range of farm produce e.g. grains and work with yeast processes in bread making. They have a practical experience in composting processes and the role of warmth and light.

4. Students are able to discuss and write about daily and seasonal time in farming e.g. planting, harvest, growth of spring or winter crops and cycles of farm animals and their young. They are able to illustrate and describe the importance of weather to farm life. They illustrate, calculate and describe time sequences of the sun and the hours and minutes of the day and night and changes to the landscape and weather over time.

5. In interacting with the physical world students illustrate the importance of light in gardening and in building designs. They observe the role of warmth from the sun in seed germination. They can use notation to record simple melodies in music e.g. the octave, time signature and rhythm. They apply practical understanding of balance and support structures in building.

6. Students describe the work of farmers, builders and allied trades and their knowledge and skills. They understand the role of accurate measurement and the importance of house and building design. They can outline the work of home builders of different cultures, climates or terrains.

7. Students safely use gardening, cooking, building and handcraft tools and equipment. They measure and record details of building and farm plans, handcraft projects and recipes using formal measurements. They pose simple scientific and geographical questions, gather information from different sources and observe, investigate and adjust projects e.g. cooking, the garden and the role of the sun and water in plant care. They test their project predictions and communicate results in appropriate oral, written and visual forms using simple scientific or geographical terminology of landscape features, weather and seasons.

8. Students describe landscapes, vegetation and weather of local areas and identify and describe similarities and differences between the characteristics of these places and the distribution of features. They investigate historical development of farming and settlement; researching the relationship between geography, climate, farming and historical development presenting conclusions in simple tables and graphs.

9. Students represent location of places on labelled, pictorial maps with legend, title and cardinal compass points.

General Capabilities: Class 3 Geography

Literacy
Farming and brings work with writing which is more factual such as reports of farm trips and recipes. Similarly Building has objective descriptions of procedures for e.g. making mud bricks. A new language for both topics develops the children’s geographical, scientific, and general vocabulary.
## Numeracy
Building in particular follows on well from measurement and extends the work into the practical domain further. The rhythms of time in Farming are highlighted with the importance of the sun and the seasons.

## ICT
The scaffolding of skills continues with the objective and more technical layout of the Main Lesson Books for the topics of Farming and Building. An appreciation for technology and the history of tools is brought in the House Building and the Farming also.

## Critical and Creative Thinking
The practical skills in Farming and Building are not the only focus. Questions such as how and why the dairy farms, orchards or timber mills were developed, take into account the geography, climate and history of the area. The study of building brings in an experiential way the needs of people and the available materials in the vicinity and their properties. Investigation, planning, designing, implementing, reflecting, concluding and adjusting are all part of building and farming practice.

## Ethical Behaviour
Understanding the gifts of nature in Farming brings gratitude. The work of the farmer, the sun and rain, the wonder of the growth of the plant from the seed all provide the groundwork for future ethical considerations. The cooperation needed for all the trades to build a house for a family speaks of true community life.

## Personal and Social Competence
Pictures of the interdependence of all people on the various trades and workers in both Building and Farming give a picture of social cooperation and appreciation. As the children work together on Class gardens and structures they develop skills in cooperation, planning and focus on the task for the good of the larger group.

## Intercultural Understanding
The homes of different cultures, the festivals of the Hebrew people and the farming practices of the migrant peoples of the local area are just some ways that cultural understanding is developed.

## Cross Curriculum Priorities

### Histories and cultures of Aboriginal and Torres Strait Island peoples
In Class 3 a consideration is given to the Aboriginal and Torres Strait islander peoples and their ability to live with their various forms of temporary shelters. The availability of bush food is also brought in narrative form.

### Asia and Australia’s Engagement with Asia
Similarly the homes of Asian design and the farming practices of Asian migrant communities can be integrated in Class 3.

### Sustainability
Farming as brought in Class 3 covers natural and simple sustainable practices such as organic farming methods, preserving and the making of e.g. bread, butter. The experience of cooking and eating from their own garden at school counteracts the experience of shop bought foods and practices. The use of natural local building materials such as mud bricks, teaches sustainable building practices. The study of the interdependence of the local or regional farming and constructed environment is evident as is the cooperation between communities through the trades.
GEOGRAPHY PRIMARY
Core Curriculum Topics
Stage 2: Classes 4 - 6

RECOGNISED BY ACARA NOVEMBER 2014
Revisions included in this document:

31 August 2013  Contents page Class 6 Topics corrected
9 November 2013 Changes made as result of discussions with ACARA
17 Sept 2014   Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines
17 Sept 2014   Changes made as result of discussions with ACARA
17 Sept 2014   Changes to Achievement Standards – headings only

The extended version of this curriculum was Recognised by ACARA in November 2014
This CORE document excludes Content Elaborations as requested by ACARA.
Contents

Overarching Themes Going Across the Stage (4-6)
A. Celebrations Festivals and Rhythms of Time
B. Handcrafts of the traditional World

Class 4 Core Topics
4.4 Spirituality of the Dreaming
4.5 Local Area: Mapping
4.6 Local Region: Geography/Science/History

Related Topics *
4.7 The Human Being and the Animal Kingdom
4.2 The Art, History and Science of Pen and Ink (Class 4/5)

Class 5 Core Topics
5.5 Botany Geography/Science
5.4 Local Region/State: History of the Australia/Geography/Science

Related Topics *
5.1 Ancient Cultures: Ancient India, Persia, Egypt,
5.2 Ancient Cultures: Greece

Class 6 Core Topics
6.5A Geology Geography/Science
6.5B Gardening/Horticulture Geography/Science
6.6 Astronomy Geography/Science
6.12 Australia and the World Beyond

Related Topics *
6.1 History of Rome; Eng/History/Geography
6.4 Australian History History/Geography

* Geography material in Related Topics is marked in green

Each Class Document contains:
Development Profile
Topics
Achievement Standards
Cross Curriculum Priorities
Overarching Themes
Which Are Implemented Throughout Classes 4 - 6

Theme A: Celebrations, Festivals and Rhythms of Time

Integrated Overarching Theme A Stage 2 (Class 4-6)

“Throughout the year we fulfil the common tasks and duties of daily life and at the times of a festival we turn our attention to the links which bind us with eternity. And although daily life is fraught with many a struggle, at these times a feeling awakens within us that above all the strife and turmoil there is peace and harmony” Rudolf Steiner

“Those who contemplate the beauty of the Earth find reserves of strength that will endure as long as life lasts. There is symbolic as well as actual beauty in the migration of birds, the ebb and flow of tides, the folded bud ready for spring. There is something infinitely healing in the repeated refrains of nature -- the assurance that dawn comes after the night and spring after the winter.” Rachel Carson

The Central Experience of the Content
As in times past festivals are held to celebrate such events as the harvest or spring. They bring whole communities together in shared purpose and highlight the supportive cycles of life, They bring meaning to human existence and reconnect people with the universe and their origins. The children sense the joy and gratitude in the community around them. Children experience the diverse cultural festivals and the historical continuum of celebrating the earth, humanity and the cosmos and their connections. A sense of the great spans of time and the progressing cycles of existence is experienced.

Future Capacities
The experience of the festivals will live within the child, fostering reverence through the acknowledgement of something greater than themselves, allowing trust to grow and gratitude and harmony to be more deeply experienced. Through the sense of being embedded in the great cycles of life the students gain security and trust which is a counter to the ever changing challenges of daily life.

Content description
Integrated Overarching A Theme Stage 2: Celebrations, Festivals and Rhythms of Time

Students will learn to:
1. Sing, recite and follow creative movement for the rhythms of time and celebrate the rhythms of the day and night and connect with sun, the moon and stars.
2. Hear stories of festivals and family celebrations and experience cycles of the seasons through celebrations for harvest, mid-winter and spring.
3. Observe and celebrate the changing beauty and bounty of nature
4. Listen and connect to stories of the past ways of preparing festivals through growing food, cooking, making handcrafts and storytelling and music.
5. Recall, illustrate and write reports about aspects of festivals and celebrations from teachers and elders from many cultures.
6. Bake, make decorations and gifts for festivals, dress in festive clothes and learn music and dances.
7. Play recorder and string instruments in whole school and class orchestras.
8. Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations.
9. Gain awareness of days and weeks celebrated or commemorated in Australia (including National Reconciliation Week and National Sorry Day) and the importance of symbols and emblems.
10. Celebrate world events from diverse cultures and experience the various connections Australia has with other countries and cultures; understand and contribute to Australian and world-wide community aid projects.
11. Organise, lead and MC aspects of festivals.

Overarching Theme C: Handcrafts of the Traditional World

Integrated Overarching Theme C       Stage 2 (Classes 4–6)

Handcrafts of the Traditional World / Woodwork

The Central Experience of the Content from the Perspective of History

The experience of traditional handcrafts takes children to times of old when the family and local community made many of the furnishings, tools and clothes in their homes, when crafts were done by all around the fire at night and care was taken with the objects which represented many hours of labour. They experience the practical reality of past ways of life and they gain the skills for life in sewing, wool crafts, weaving and woodwork, which were once learnt by all. The love of colour, texture and form of their work nurtures their artistic sense.

Future Capacities

The children develop a sense of care for each other’s work and a feeling of community that will remain with them. They learn to appreciate the beauty and artistry of handmade goods and the empowerment that comes from being able to make one’s own belongings. The development of community through shared activity forms a model of a sustainable and creative future.

Content description
Technology/History  Traditional Handcrafts of the World : Stage 2

Students will learn to:
1. Knit more complex articles and patterns including four needle knitting.
2. They make a range of toys, household items and clothes including socks or mittens, embroidered items and dolls and felt animals.
3. To sew and use more complex embroidery.
4. They draft patterns for animal forms, felt wool and sew up.
5. They use a pattern to cut out, sew and finish a formed doll.
6. To dye fabrics and wool.
7. Plan and design woodwork projects, rasp, file, sand and oil wood for home or classroom objects.
8. Plan and create projects related to Science, History, Maths, Geography and English Topics using clay, stone copper or bush objects. e.g. Class 4– Copper work, smithing or forging, pen and ink. Class 5– Egyptian pyramid building, Egyptian jewellery or basketry, Greek architectural forms Class 6 – Models of Roman aqueducts, bridge building.
GEOGRAPHY
Core Curriculum Topics
Stage 2: CLASS 4

Contents:

Child Development Profile
Core Topics
4.4 Spirituality of the Dreaming
4.5 Local Area: Mapping
4.6 Local Region: Geography / Science / History

Related Topics *
4.7 The Human Being and the Animal Kingdom
4.2 The Art, History and Science of Pen and Ink (Class 4/5)

* Geography material in Related Topics is marked in green

See also Overarching Themes Stage 2 (Classes 4-6):
Theme A: Festivals
Theme C: Handcrafts of the World

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year.

While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Priorities
<table>
<thead>
<tr>
<th>DEVELOPMENTAL PROFILE</th>
<th>CLASS 4 CHILD AGED 9-10 YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Stage</strong></td>
<td><strong>Curriculum Approach to Geography</strong></td>
</tr>
<tr>
<td><strong>Confidence in Their New Relationship to the World</strong></td>
<td>A new confidence in their ability to meet the world characterises this age. Children have boundless energy and an eagerness to look at the world and learn.</td>
</tr>
<tr>
<td></td>
<td>This energy and confidence is met in Geography through longer excursions, hikes and camps into the local environment as well as stories of the Vikings who were a courageous sea-faring culture. The Norse myths reveal a cultural view of the creation of the physical world.</td>
</tr>
<tr>
<td><strong>Connection to Place</strong></td>
<td>The children find their way into the space round them more consciously. Not through play nor through physical work but through a sense of place this is now possible. The children should form a sense of where they are in relation to their environment, both in a social and geographical sense.</td>
</tr>
<tr>
<td></td>
<td>Children are able to map the local area and its landscape, flora and fauna, starting from their immediate surroundings. This connection to place is reflected in grammatical work with prepositions and prepositional phrases used in descriptions. Their previous skills with measurement are now fully applied to a larger space.</td>
</tr>
<tr>
<td><strong>Cognitive Development</strong></td>
<td>As the cognitive capacities unfold the abilities to hold elements classification into comparison and of physical space into relationship are possible.</td>
</tr>
<tr>
<td></td>
<td>The integration of various thoughts becomes a focus as the linked economics, history and geography of the local environment are understood. The skill of mapping, requiring aerial perspective is developed.</td>
</tr>
<tr>
<td><strong>Rhythm and Memory</strong></td>
<td>Rhythmic review of work continues in a 3 day rhythm which utilises the sleep time in which memory is imprinted through into the conscious awareness, habits and physical skills.</td>
</tr>
<tr>
<td></td>
<td>Narrative has a strong descriptive element which creates pictures of the landscape and culture, and these are integrated with practical experience. The rhythm concludes with a more conscious representation in writing, which integrates concepts, eg relationships between historical development and the availability of resources, such as the need for water supply.</td>
</tr>
<tr>
<td><strong>Multi-modal Imprinting</strong></td>
<td>Knowledge, understanding and skills are more deeply integrated into the body when they are done in many different modalities.</td>
</tr>
<tr>
<td></td>
<td>While story is still used to bring initial pictures, the arts of recitation, drawing and drama help to integrate the study of place in the local area for the children as well as supporting the Aboriginal perspective. Physical experience through the senses deepens the relationship and ability to map the local environment.</td>
</tr>
<tr>
<td><strong>Physical Development</strong></td>
<td>The self-activity of the child brings about a harmonising of the relationship of the breathing to the blood circulation. (Rawson and Richter, p40)</td>
</tr>
<tr>
<td></td>
<td>This harmony brings a quality of constant renewal. The children can now physically explore the whole local region and go on longer hikes and camp expeditions to encounter the surroundings.</td>
</tr>
</tbody>
</table>
CORE GEOGRAPHY TOPICS

Topic 4.4  History/ English / Geography
Spirituality of the Dreaming

Central Experiences of the Content

The students extend their sense of place by being grounded in the Stories of the Dreaming. From the earlier stories of Year 1, the students meet this Indigenous Australian content on a new level of awareness, combining story elements with the historical. From the simple stories of Year 1, the students can now move to more detailed and depth rendering of Dreaming stories of more complexity such as the Rainbow Serpent, the All-Father, totems and the Songlines.

Stories of the meetings of the first colonists with the indigenous inhabitants can be given in imaginative form or in simple historical narrative. Students will learn aspects of the indigenous experience in their own locality as well as in general from across the continent, such as the Songlines.

Future Capacities

As future Australian citizens an awareness and sympathetic understanding of both the traditional indigenous worldview and the impact which foreign occupation had on this worldview are fundamental and formative.

Content Description

History/ English  4.4  Spirituality of the Dreaming

1. Listen to, illustrate and write Stories of the Dreaming with illustration appropriate to the cultural context
2. Incorporate new vocabulary from a range of sources
3. Demonstrate beginning skills in organising information
4. Use indexes, tables of contents and headings in simple information texts to retrieve information
5. Discuss how the depictions of characters reflect the contexts in which they were created.
6. Describe the key elements of the indigenous world view: the Dreaming, and the connection to place and country. Understand the custodial responsibility the Aboriginal and Torres Strait Islander people have to the environment, and their views of use of resources.
Topic 4.5  Geography/Maths/Science:

The Local Area / Mapping

Central Experiences of the Content

The ability to take a bird’s eye view can be built up from walks and drawn pictures of the local environment and the story form of the flight of the bird. The transposition to this perspective from a height, while imaginative in process, is also objective and precise in form. The students use their measurement skills from Class 3 to take hold of the space around their classroom and school. It is the beginning of the coming into a more aware sense of space.

Future Capacities

Students wake up to the presence of their environment. They do not live unconsciously in it but connect strongly. Working always from the familiar out gives a strong sense of security and ability to integrate all their experiences. Knowledge is not compartmentalised but always brought into coherence and relevance.

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Geography/Maths/Science 4.5</th>
<th>Topic: The Local Area/Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
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<tr>
<td>1. Measure distances of buildings and elements of the natural landscape and visualise a bird’s eye view for a map.</td>
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<tr>
<td>2. Create a map of the school and the surroundings using a scale, a frame and a key.</td>
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<tr>
<td>3. Describe directions on the map and locate features on a grid.</td>
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<tr>
<td>4. Observe, describe, draw and identify local animals and plants and their environment.</td>
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<tr>
<td>5. Explore the way the living things in the environment interact, and their food sources.</td>
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</tbody>
</table>
Topic 4.6: Geography/Science/History
The Local Region; Mapping

We endeavour in an artistic way to give the children a kind of picture of the hills and rivers and other features of their immediate surroundings. We work out with the children an elementary map of the immediate neighbourhood they are growing up in and therefore know. We try to teach the children what it means when you change your point of view from being within a neighbourhood to seeing it from the outside, from the air. We go through the process of transforming a landscape into a map, taking at first the landscape they know. We attempt to teach them how the rivers flow through the district, that is we actually draw the system of rivers and streams on the map ...It is good to work with colours ...Then we add the map to the other things that are linked to the way people live. We put in all the configurations of the district, drawing the children’s attention as we go- here is the part where the fruit trees are planted, so we draw in the fruit trees and so we bring the map to life for the children.

Rudolf Steiner

Central Experiences of the Content

The students extend their connection to include firstly the whole area bounded by all their homes and the route to the school and then the wider region of their geographical landscape. They begin to form connections to the mountains or valleys and their vegetation. The possibilities that the geographical landscape affords the development of human civilisation are revealed. This leads to understanding of the historical development of the region from indigenous life to early colonial settlement; where the towns were built, travel was possible and food could be grown.

Future Capacities

When the students have an understanding of the relationship between the human being and the natural environment, its gifts and limitations they are more able to predict the repercussions of the denuding of the environment by society. They have come to see where balance in geographical relationship is possible and where historically, that balance could have been lost.

Content Description

Geography/History/Science/Maths

Topic 4.6 : The Local Region; Mapping

Students will learn to:
1. Estimate, measure and record distances of the natural landscape and visualise a bird’s eye view for a map. Create a map of the region using a scale, a frame and a key.
2. Describe directions on the map and locate features on a grid.
3. Observe, describe, draw and identify local animals and plants and their environment.
4. Explore the way the living things in the environment interact, their food source and their connection to water supply.
5. Question the human living requirements for their local region, explore, research and reflect on suitable clothing, supplies, cooking and shelter for their trip in the natural environment. Follow protocols for consultation with the local Aboriginal community.
6. Work in cooperative groups, list requirements and manage their own packs/provisions for the class camp/excursion, develop plans of action to minimise the effects of the camp/excursion on the environment’s sustainability, behave ethically in the natural environment.
7. Listen to and discuss Indigenous ways of life, their custodial responsibility for Country/Place and how this influences their views of sustainable approaches to the environment, natural resources used for hunting, canoes, food supply.
8. Geographical Skills: Pose questions, collect and record data and information from observation, maps, pictures, stories or interviews in tables, plans, maps. They form and communicate findings, plans and lists in written, oral and visual form, reflecting on their learning and suggesting practical action.
 RELATED TOPICS with Geographical Content marked in green

**Topic 4.7 Science**

The Human Being and the Animal Kingdom

Low on his fours the Lion
Treads with the surly Bear',
But Men straight upward from the dust
Walk with their heads in air;
The free sweet winds of heaven,
The sunlight from on high
Beat on their clear bright cheeks and brows
As they go striding by;
The doors of all their houses
They arch so they may go,
Uplifted o'er the four-foot beasts,
Unstooping, to and fro.

Walter de la Mare

Central Experiences of the Content

The threefold structure of the human being (nerve-sense, rhythmic and metabolic/limb systems) gives an introduction. The form of the animals is explored in connection to movement and habitat. The limitations or specialisations expressed through the form are experienced through story, observation, poetry, drawing, painting, movement and drama. The children experience how one aspect of bodily form is specialised in each animal e.g. the kangaroo's hind legs or the eye of the eagle and this is compared with the human equivalent. The children experience how the human being has a balanced, harmonised form, which is less specialised, but with the adaptability of upright posture, free hands with an opposable thumb and the gifts of speech and reflective thought which allow us to adapt our environment and create tools.

Future Capacities

A lively interest in and connection to the animal kingdom, an awareness of their specialisations and yet a sense of responsibility toward them based on our potential for guardianship of the earth is one of the aims of this topic.

**Content Description**

Science 4.7

Topic: The Human Being and the Animal Kingdom

Students will learn to:

1. Observe, reflect on, draw and move in relation to the threefold structure of the human being and the functions of the form.
2. Listen to stories of, observe, draw and explore the links between the form or structure of animals and the significance of their lives and habitats (using examples from Africa, South America and Australia).
3. Compare the animal forms with those of the human being and the functions of the animal forms with the capacity of the human being for creative work based on the freedom afforded by upright posture, freeing of the upper limbs and the use of the hands to create tools and inventions. Understand the role of the human being as caretaker of the earth and all life.
Topic 4.2 Science/History/English
with Geography Content marked in green

Science/Technology Study -
The Art, Science and * History of Writing
* The History component is often done in Class 5.

Calligraphy paints words: Preciseness, beauty, distinctness. Simplicity, originality, proportion. Unity, mastership, freedom. Source Unknown

Central Experiences of the Content
The Science and Art of Handwriting bring the students an experience of connection to the activity of writing as an expression of inner orientation and stylistics. Just as they have gained confidence in their ability to build a home and farm the land in Class 3 they now, through practical experience come to a connection to the art of written communication. The history focus begins with a mythological connection which addresses the human consciousness that underpins representation of thought. It then moves to the development of the history of writing.

Future Capacities
When students are connected to their world and the technology they use, have made the tools themselves they learn to be more careful and respectful of their own and others belongings. In addition, modern research suggests that the earlier educational focus on handwriting, with its stress on beauty and perfection of form, practice of different styles and fluidity may have had a beneficial effect on cognitive function.⁴ Students learn the art of fluent handwriting and calligraphy which builds an ability for calm focus and inner as well as outer balance and harmony of form.

Content Description

Science/English/History 4.2 Topic: The Art, Science, *History of Writing

Students will learn to:
1. Make a pen with quill, an ink pot and ink;
2. Explore materials in the natural environment that have been used for writing and recording and the importance to a community of this ability to write for wisdom, knowledge, trade, historical records and agreements.
3. Practice calligraphy;
4. Refine the style and flow of their handwriting;
5. Understand the historical development of writing materials;
6. Relate to mythological beginnings of ability to engage in writing.

* The History component is often held back until Year 5 when history is a major focus.

⁴ Doidge, Norman (2010) The Brain that Changes Itself. Chapter 3
NOTE ON LINKS TO INTEGRATED TOPICS

See Overarching Theme A: Festivals, celebrations and the Rhythm of time
Geographical aspects include:
• Celebration of seasonal festivals and their relationship to the natural world,
  And agriculture, eg harvest and spring
• Celebration of world cultures

Overarching Theme C: Handcrafts of the World
Geographical aspects include:
• Making artefacts from local natural materials
• Appreciation of the natural environment as it provides for the family and community artistic and cultural goods.
• Environmental sources of writing implements, pen and ink
• Crafts form Northern Lands - Copper work, smithing, simple charcoal pit forge, poker and/or boat building - Viking boats.

Achievement Standards - Class 4 Geography /Science

Human Being and the Environment - Place - Biology
1. Human and Animal: Students draw a simple representation of the threefold head, rhythmic and limb systems in the human being. They describe the human capacities of upright posture, speech and thought. They draw or identify the forms of animals in relation to this 3-fold structure and to the environment in which they live.
2. The Local Area/Region/Gardening
Students identify, illustrate and describe animals, plants and bush food in the local environment including their seasonal life cycles and the interrelationships that support life. They draw a bird’s eye view map of the school using a scale, frame and key. They describe directions and locate features.

Managed and Constructed Environment – Chemistry / Physics
3. Writing: The students make pigments, paint or ink as well as clay or wax tablets or paper. They also make implements e.g. brushes or pens with quills.
4. Crafts: Students work with historical crafts to change materials e.g. Viking boat building, copper work. They sew, crochet and embroider.
5. Local Area/Region: Students participate in and record Indigenous ways of life including cooking. Students are aware of Aboriginal connection to Place and Country and the Dreaming. They illustrate and describe the indigenous use of materials in the local environment for shelter, food gathering and fishing.

Geography - Environment-Earth and Space and Science and the Human Being
6. The Local Area/Region Students draw, map and describe the geology, landforms and climate and their relationship to historical development
7. Festivals They participate in the festivals and celebrations of the seasons and cycles of time.
8. Human and Animal: They identify the skill of the human being in developing tools and inventions and our responsibility in changing and caring for the environment.
9. Camp: Students use the knowledge of the local area to develop safe and useful practices for cooking and shelter.
Geographical/ and Scientific Inquiry:

10. **Local Area**: Students observe, estimate and measure the local environment while mapping. They investigate the relationship of the characteristics of the local environment and its historical development, posing questions, and making predictions.

11. Develop questions about the living requirements in their local region. They explore, research and reflect on suitable clothing, supplies, bush foods, cooking and shelter for their trip in the natural environment. They follow protocols for consultation with the local Aboriginal community.

General Capabilities: Class 4 Geography

**Literacy**
The students Main Lesson Books become ever richer in form, illustration and expression and in range of themes about which they write. The Local Area study with the journal work on camp and lists of preparation and provisions, expands the range of texts developed by students. Specialised vocabulary is built of animals, their habitats, bush foods, local vegetation and indigenous words.

**Numeracy**
In Class 4 the students integrate and extend numeracy in the Local Area: Mapping. Working with mapping in a practical way connected to their immediate experience brings a bridge from Measurement the year before and develops the skills in representation and interpretation out of a visual reality. This is developed further in the larger scale maps of the extended area.

**ICT**
The Art and Science of Writing follow through the history of information and representation which will lead to ICT in High School. Mapping is another skill which may be considered best learnt first by hand for a thorough understanding. A respect for the development of tools is formed when students realise that all animal specialisations have been paralleled by human invention using resources from the environment e.g. spade (wombat), binoculars (eagle), airplane (birds) etc.

**Critical and Creative Thinking**
The growing understanding of the relationship between the landscape, vegetation, historical development, economics and culture is approached by practicalities of water supply and suitable soils and pasture as well as transport routes, climate and building materials.

**Ethical Behaviour**
The consideration of Aboriginal Life and its sustainability and reverence for the environment is a picture of ethical life. Aboriginal Dreaming stories give an experience of the relationship and importance of their culture to the landscape, weather and animals. The reflection through story on the human being and the gifts of uprightness, free hands and speech bring a sense of responsibility toward the rest of the created world and a stewardship of plant and animal life.

**Personal and Social Competence**
The Class 4 camp is an experience which brings the class community together in a new way. The students plan food and shelter, keep a journal of experiences and support each other on the journey.

**Intercultural Understanding**
The two Topics on Aboriginal life bring understanding of another very different culture. The work on Myths of Northern Europe also extends cultural pictures to another way of life.
Cross Curriculum Priorities  Class 4 Geography

Histories and cultures of Aboriginal and Torres Strait Island peoples
The Topics of Spirituality of the Dreaming, Local Area: Mapping and Geography of the Local Environment have strong elements of Aboriginal life and culture. This can be practical in looking at bush food with a local elder or hearing of the history of Aboriginal Culture and European colonisation. They also learn about Aboriginal peoples’ use of materials of the natural environment for hunting, shelter and canoes.

Asia and Australia’s Engagement with Asia
The Overarching Theme of Celebrations, Festivals and Rhythms of Time develops links to Asia Pacific as do stories of the history of the immediate local area and any immigrant settlement.

Sustainability
The consideration of Aboriginal life brings a picture of a sustainable way of living. The Human Being and the Animal provides an experience of the possibility of the stewardship.
GEOGRAPHY
Core Curriculum Topics
Stage 2: CLASS 5

Contents:

Child Development Profile

Core Topics

5.5 Botany Science/Geography
5.4 Local Region / State: History of the Region and State Geography / Science

Related Topics *

5.1 Ancient Cultures: Ancient India, Persia, Egypt,
5.2 Ancient Cultures: Greece

* Geography content in Related Topics is marked in green

Overarching Themes Stage 2 (Classes 4-6):

Theme A: Festivals
Theme C: Handcrafts of the World

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Priorities

** Note on numbering of topics: Topic numbers within a subject are not necessarily sequential, as topics take their number from the Integrated Primary Curriculum
## Developmental Profile

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Curriculum Approach - Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening of Individual Relationship to the World</td>
<td>The connectedness is developed further in space with the geographical and mapping skills extended to the whole region and state. Care for the environment is a clear responsibility. Connectedness is also part of the strong class community that develops at this time.</td>
</tr>
</tbody>
</table>

### Connection to Time

**Out of the growing memory powers, the sense for time has developed.** Memory allows for looking back and planning the future and, combined with deepening feeling, for the emergence of conscience and responsibility. (Rawson and Richter, 2000)

**Now the conscious engagement with history deepens and the students come to a picture and experience of the ancient worlds and their culture (eg architecture, farming and building) and mythology, their lands and heroes. In Australian history the Indigenous life and European colonial settlement are encompassed and there is a contrast between these two cultures and their relationship to the land.**

### Affective Development

During this age, moving forward with the confidence to meet the world out of their individuality, the children can now freely chose to connect to the other through empathy. A depth of feeling can be noticed and a sense of personal responsibility, of moral compass.

**The development of empathy allows reflection and writing from different perspectives e.g. care for and relationship to the environment in Aboriginal and colonial settler communities. The studies of Ancient Cultures also gives different pictures of social and human geography - the Persian cultivation of the land, the Egyptian connection to the flooding of the Nile, Greek architecture as balanced between earth and heaven.**

### Cognitive Development

The development of sense or picture free concepts continues but is not yet primary. Comprehending realistic descriptions and reasoning through events is a focus, not only individually formed pictures. The basic rules, processes and structures of literacy and numeracy are generally in place, built on a firm foundation of rhythmic and pictorial/concrete work as well as frequent skills practice; now emergent intellectual faculties can, by the end of the year, be drawn upon more consciously.

**The development at this age allows geographical skills and research to begin more formally. Mapping of the countries of India, Persia, Egypt and Greece as well as Australian regions brings a developing world view. Through the overview of the various historical cultures an understanding of the relationship between geography, agriculture, production of goods, transportation and economics becomes clearer. The consideration of the changes in human geography in Australia after European settlement forms a basis for later sustainability perspectives.**

### Rhythm and Memory

Rhythmic review of work continues in a 2 or 3 day rhythm which utilises the sleep time in which memory is imprinted through into the conscious awareness, habits and physical skills.

**Step 1: In Class 5 the narrative element is joined by more observation, excursions, camps and teacher-guided reading as learning experiences.**

**Step 2: Recall is not just story based but focuses space and time in maps and diaries, observations.**

**Step 3: The students work involves change of perspective and extension of scope e.g. a diary entry from the point of view of a European settler or convict.**

### Multi-modal Imprinting

Knowledge, understanding and skills are more deeply integrated into the body when they are done in many different modalities.

**The study of other cultures affords an opportunity to integrate learning through experience of music, dances, foods, crafts, technology and mythologies which all bring depth of learning which is more optimal than conceptual analysis at this age.**

### Physical Development

*The child attains a certain ease and grace of movement …movement that is co-ordinated, balanced and harmonious is a key-note of the developmental phase. The child experiences a growth in length; sustained physical effort is within his or her grasp.* (Rawson and Richter, 2000)

**The Olympic ideal is the counterpart to their historical studies and incorporates the grace, strength, will to strive and unity amongst countries of the world. In striving physically to do the best in the original skills at a regional Olympic games they test themselves.**
CORE GEOGRAPHY TOPICS

Topic 5.5 Science/Geography: Botany

Central Experiences of the Content

A description of the plant kingdom without its beauty would not be true (one should) let this beauty speak without sacrificing the least bit of accuracy.ii The students are given the plants in the sequence of the evolutionary system beginning with fungi ……up to the flowering plants. It has to be brought near to them by comparing the plant families with their development….in a way which makes them aware of their own development, something they can feel, not merely know.iii While the animal study of the year before has brought awareness of specialisation, one-sidedness; the plant study brings experience of striving upward, connection to the sun, balance, fruition and the miracle of the seed before a spring rebirth.

Future Capacities

The young student who has breathed in the realm where nature’s creative deeds appear in living shapes develops into a mature human individual with a creative imagination which extends into the field of moral action. Through contemplation of the forms, never lost in lawlessness (the student)….is given a mobility as well as steadiness to moral being.iv

<table>
<thead>
<tr>
<th>Content Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Science 5.5</strong></td>
</tr>
<tr>
<td>Students will learn to:</td>
</tr>
<tr>
<td>1. Draw/describe the interrelationship of the plant to the air, rain (water), sunlight (warmth), and earth environment.</td>
</tr>
<tr>
<td>2. Understand the growth and structure of the archetypal plant from seed to roots, shoots, leaves, stem, blossom and fruit over time; the degree of uprightness, light absorption, blossom, fruiting.</td>
</tr>
<tr>
<td>3. Understand the simple grouping of plants according to the classification of their forms and their different locations and to perceive a comparison to the characteristics at the different growth stages of the human being.</td>
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<tr>
<td>4. Describe the relationship between the plant and the cycles of day and night and the seasons.</td>
</tr>
<tr>
<td>5. Understand the role of the butterflies and bees in the plant kingdom, the working of the beehive and the relationship to the sun as part of the ecology of the natural environment.</td>
</tr>
<tr>
<td>6. Reflect on the plants we use from different environments as natural resources e.g. trees for building, grains, fruits for food, cotton for clothes and the significance of plant life to people.</td>
</tr>
<tr>
<td>7. The influence of Aboriginal and Torres Strait Islander people on the environment: the use of fire by indigenous peoples to regenerate the bush, seed pods and the importance of fire, eucalypts and the shedding of bark.</td>
</tr>
</tbody>
</table>
Topic 5.4  History of Australia/ History/ Geography/ Science/ English
The Local Region / State

The spatial awareness of geography itself (helps the awareness of history). Just as some, perhaps all, earlier cultures identified their land with the biography of their people, so too children develop a consciousness of events in time through an understanding of place. In particular the relationship of human activity to nature reveals our story. It tells us why communities settled here, what they did, how they lived, and this tells us something about who they were and this is where history begins.

Richter and Rawson

Central Experiences of the Content

The students extend their connection to include firstly the whole area bounded by all their homes and the route to the school and then the wider region of their geographical landscape. The child’s sense of place and of time is developed to include the whole of their region and state. The overlap between human, economic and social geography merges with history. The Aboriginal and Torres Strait Islander peoples and their land is the background to the study of the colonisation and European settlement of Australia. They begin to form connections to the mountains or valleys and their vegetation. The possibilities that the geographical landscape affords the development of human civilisation are revealed. This leads to understanding of the historical development of the region from indigenous life to early colonisation; where the towns were built, travel was possible and food could be grown.

Future Capacities

When the students have an understanding of the relationship between the human being and the natural environment, its gifts and limitations they are more able to predict the repercussions of the denuding of the environment by society. They have come to see where balance in geographical relationship is possible and where historically that balance is lost.

Rather than intellectual discussion the students come to a natural experience of the impact of colonisation on indigenous peoples. They also are strengthened by the stories of the endurance and vision in the European settlers in a sometimes harsh environment. They gain inner experience of the strength of pioneers and the indigenous love of Country/Place.

Content Description

History / Geography / Science.
Topic: 5.4  The Local Region / State : History of Australia / Geography / Science

Students will learn to:
1. Hear, investigate, illustrate and write about the Aboriginal and Torres Strait Islander people- their culture, beliefs, languages and social organisation and the significance of the Dreaming, their relationship to Place and the effects of their role as caretakers of the environment and their methods.
2. Describe and map early European contact of explorers and navigators with Australia and nearby regions using scale, legend, title and north point.
3. Use and describe locations on maps of the region and state, using a grid system direction, title, legend and scale.
4. Hear, recall, investigate and describe the journey and e.g. arrival of the First Fleet/ contact with their local region and early colonisation.
5. Identify the factors that led to colonisation of their local region e.g. water availability, food sources, climate, terrain, access to safe harbour and rivers and the effects of these factors on the human qualities of a place.
6. Research, plan and engage in a camp into the local region or state, exploring and recording the landscape, vegetation, weather, animal life, bush foods, water courses and human development of the environment. Reflect on and implement waste management and environmental care practices.
Historical Skills

7. Pose questions about the past and locate relevant historical information from sources provided e.g. diaries, maps.
8. Identify traces of the past in historical features of the local area e.g. buildings
9. Identify different perspectives e.g. a European settler’s and indigenous person’s first view and contact.
10. Sequence historical people and events and use historical terms e.g. navigation, convicts.
11. Develop historical narratives and use a range of communication forms - oral, models, charts, picture stories, music and drama.

Geographical Skills

12. Develop appropriate Geographical questions e.g. about the camp, sustainable practices or Aboriginal bush foods, use a range of oral, written and visual sources, following protocols for consultation with local Aboriginal community and/or Torres Strait Islander communities, investigate, collect and record data and observations in tables, drawings, graphs and journals and use maps.
13. Review research and draw conclusions, represent and communicate findings using geographical vocabulary. Suggest possible responses to the geographical inquiry or challenge.

NOTE ON LINKS TO RELATED TOPICS

5.1, 5.2 Ancient Cultures: Ancient India, Persia, Egypt, Greece

There are significant Geographical aspects in the following integrated Topic

Geographical aspects include:
• Farming methods (Persia)
• Irrigation around the Nile (Egypt)
• Ancient building technology – Egyptian pyramids
• Architecture in Classical Greece
• Mapping (Ancient India, Persia, Egypt, Greece)

* Geography content in Related Topics is marked in green
RELATED TOPICS with geography content marked in green

Topics 5.1-5.2 English / History: Ancient Cultures

Having lived in the world of the fairy-tale, legend and myth in the first four years the children now are ready for the borderland between mythology and history proper. Through vast pictures of human evolution we move from the dawn of prehistory in the ancient culture of India to the eastward campaigns of Alexander the Great. Stories from these ancient civilizations give an historical picture of the human being in his development into the material world, which parallel the child’s own descent into the world of matter; we are giving the children a picture of their own evolution.

A Jacobson

Central Experience of the Content

The students are given symptomatic examples of major changes in human consciousness. The mythologies and outer events give pictures of inner processes beneath the surface. The children recapitulate the stages of consciousness in a direct arts-integrated experience through story, verse, dance, art and drama.

Ancient India/Persia/Babylon

In the stories of Manu, of Ganga, of Arjuna and Krishna we give the children a glimpse of a civilization that resisted an involvement with the world of the senses, steeped in Maya, a dream world where time was less urgent. The children experience a major contrast when the stories of ancient Persia are introduced. Zarathustra, who was born laughing, brings agriculture and husbandry as tools against the powers of darkness. These legends bring a powerful picture of the struggling human being able to choose between good and evil. In the Avesta, every lie is the servant of Ahriman, the power of the dark, who is the great living lie. Moving to the Near East and the land that is now Iraq, we find the great story of Gilgamesh. The friendship of Gilgamesh and Eabani speaks inwardly to the children, who grieve with Gilgamesh when Eabani dies and understand his longing when he sets off on his journey to find Eabani in the spirit at least.

In ancient Egypt the children find themselves for the first time in an age that has left us monuments, works of art and written records on papyri and clay tablets. The Egyptian strongly felt the lawfulness and beauty of the world and became recorders of cosmic measures and relationships. With the great story of Isis and Osiris, the children enter with enthusiasm into Egyptian life.

With the transition to Greece, the children feel that they have come home. Never before and never again will they enjoy this same beautiful harmony and balance between the lightness of the young child and the maturing weight of their earthly body. In the Greek experience the physical is permeated by the ideal; the human being is a joyful citizen of the world not yet lost in materialism. From the tale of Troy, we journey to the development of the city-states and daily Greek life. From Plato, who thought in cosmic images, we move to Aristotle, who laid the foundations for the rational, logical world to come. His pupil, Alexander, carries Hellenistic thought back in the direction of ancient India and aspires to an empire where all are equal.

A Jacobson 2009

Future Capacities

The students come to experience themselves as heir to the ages, now taking their place to move forward in our times.
## Topic 5.1 A: Ancient Cultures: India

### Content Description

Students learn about:

1. The transition from earlier cultures; Asia/Pacific - Mythologies from eg Asian, Pacific, Mayan, Toltec or Aztec cultures; the story of Manu
2. Mythological content from the ancient Indian Vedas, Upanishads and the Bhagavadgita.
3. Stories of Manu, Ganga, Arjuna and Krishna; the gods
4. The caste system, concepts of maya and cycles of life
5. Indian festivals, food, art, dance, recitation and music
6. Complete skills from the English Literacy and Language Topic 5.3
7. Map and/or model India and experience the landscape, culture and philosophy

## Topic 5.1 B: Ancient Cultures: Persia and Babylon

### Content Description

Students learn about:

1. Ancient Persian Culture - development of sedentary communities, farming and animal husbandry
2. The experience of the duality of light and dark
3. The life of Zarathustra and direct communion with the spiritual worlds
4. Texts from the Avesta and Bundahesh
5. The Epic of Gilgamesh
6. Cuneiform script
7. Complete skills from the English Literacy and Language Topic 5.3

## Topic 5.1 C: Ancient Cultures: Egypt

### Content Description

Students learn to:

1. Study stories from Egyptian mythology and work with artistic and written language forms for expression of these stories
2. Reflect on the world of the Pharaohs; priests and judges and other professions.
3. Study the connection to the spiritual worlds through the portal of death; mummification and burial rites, pyramids, royal graves
4. Know about the daily life and understand the geography of the Nile Valley and its impact on the culture and irrigation systems.
5. Complete skills from the English Literacy and Language Topic 5.3
6. Sequence historical people and events and use historical terms
**Topic 5.2 English/History: Ancient Greece**

As the soul is immortal and has seen all things here and in the underworld, there is nothing which it has not learned; so it is in no way surprising that it can recollect the things it knew before, both about virtue and about other things. As the whole of nature is akin, and the soul has learned everything, nothing prevents a man after recalling one thing only - a process men call learning - from discovering everything else for himself, if he is brave and does not tire of the search, for searching and learning are, as a whole, recollection.

-Socrates

### Topic 5.2 E Ancient Cultures : Greece

**Content Description**

Students will learn of

1. The literature of the Iliad or Odyssey
2. The history and literature of the rise of Sparta and Athens
3. The history and literature of the Persian Wars
4. The history and literature of the Age of Pericles
5. Experiences of Ancient Greek culture pertaining to human freedom, beauty and balance of the human body, love of the word, joy.
6. Greek philosophy, the lives of Plato and Aristotle.
7. Experiences of beauty, balance, sculpture and architecture
8. The life of Alexander the Great (could be done in Class 6)
9. Complete skills from the English Literacy and Language Topic 5.3
10. Sequence historical people and events and use historical terms
11. Map the geography of Greece and the lands around it.
12. Map the expanding world of the journeys of Alexander the Great and describe the cultural meetings
13. The Olympic Games, its historical ethos and form today and how it connects countries and cultures.

**NOTE ON LINKS TO INTEGRATED TOPICS**

**See Overarching Theme A: Festivals, celebrations and the Rhythm of time**

Geographical aspects include:

- Celebration of seasonal festivals and their relationship to the natural world, And agriculture, eg harvest and spring
- Celebration of world cultures

**See Overarching Theme C: Handcrafts of the World**

Geographical aspects include:

- Ancient constructed environments e.g. models of Greek and Egyptian architecture,
- Modelling of ancient artefacts eg Egyptian jewellery, basketry, mummification processes
- Appreciation of nature and its forms and uses in artistic and cultural life

**Achievement Standard Class 5 Geography / Science**

**Human Environment - Biology:**

1. Students identify the relationship of the plant and its characteristics to its particular environment. They describe the growth and structure of the plants and compare to the sequential development of the human being. They outline simple classification of plant forms.
Students explore the characteristics of places in different locations within the region. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments.

Managed Environment - Chemistry:
2. Students identify the use and properties of diverse plants and their fibres for food, clothing and shelter.

Colonial Settlement in Australia:
3. Students outline ways of life including development of building materials, cooking, clothing and farming. In camping, cooking and outdoor activities they use equipment safely.

Earth and Space:
4. They identify Babylonian star maps, calendars of the various civilisations and the use of key features of the solar system.
5. They map civilisations, rivers and mountains of the ancient world and describe their relationship to the landscape, daily life, philosophy and their culture.

Climate and Vegetation: Botany
6. Students describe the relationship between the plant and the cycles of day and night and the seasons.

Use of Environmental Materials: Physics
7. Students describe the historical development and use of crafts /technology e.g. tools of agriculture in Persia, Egyptian jewellery, pigments, pyramid building processes, irrigation systems. Greek architectural forms, sculptural forms and material.

Relationship between Science and Geography and the Human Being /Culture:
8. Students record the historical development of geography/science and the contributions of people from a range of cultures over time to the development of civilisation. Students identify the role of science in e.g. pioneering and the development of agriculture and the role of explorers, road builders and bridge building. They research e.g. diaries of explorers or botanical research.

Geographical and Scientific Inquiry:
9. They identify the relationship between the growth of plants and human development.
10. They research the necessary preparations and provisions for e.g. the first fleet, farming or explorers journeys. They pose questions, predict and review their assumptions.
11. Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

General Capabilities: Year 5 Geography/Science

Literacy
In Class 5 a new language of terms emerges. In Botany the names of the parts of the plant and the terms for classification of plants emerge from descriptive narrative: the lichen, algae, sepals, calyx and reticulated veins. There is also a finely differentiated, more creative language of descriptive writing about the beauty and form of the plants in the landscape. The content embedded in the Ancient Cultures brings vocabulary of e.g. Egyptian pyramid building, pigments, irrigation as well as Greek architecture. The camp experience extends the writing of journals. Geographical inquiry uses new forms of data representation and reporting.

Numeracy
Numeracy is developed in the Botany Topic in the geometrical forms of the plants. The six-pointed star inscribed in the tulip blossom (or 3 x 2 - the two triangles). The Rose with its five-foldness: five petals or multiples of five in garden roses and in the related apple the 5 fold star when it is cut cross-wise. Numeracy also emerges from the exploration of the built environment in ancient times in relation to the astronomical positions, ratios and geometrical forms of e.g. Egyptian pyramids, Greek temples.
ICT
The development of increasingly detailed drawings, labels, tables, graphs and the page setup continue to scaffold skills needed for ICT. The still artistic but carefully articulated classification of plants develops skills in sorting and classification according to meaningful structures. The history of writing through the study of ancient epochs is the foundation for humanity’s developing information and communication technology.

Critical and Creative Thinking
The students follow the descriptive narratives and then through drawing express their experience of the forms of nature. This is not abstract but insightful: the flower that turns toward the light; the mushroom cap that turns away from it. Questions emerge that can only be answered later- why does a rose have 5 fold patterns, why can moss drink through its leaves but a flowering bush does this through its roots, why only the light of the sun can make leaves green? It is the careful bringing of mysteries that allows a later understanding of the questions that need to be explored.
In understanding the historical development of creative thinking in successive civilisations students are schooled in the potential reflective capacities of humanity.

Ethical Behaviour
Respect for the forms of nature both plant and animal and the landscape, their beauty, wonder and fragility forms a foundation for ethical decisions with regard to the environment. The overview of humanity’s relationship to the environment afforded by the Ancient Cultures give a picture of human wisdom working initially in cooperation with the natural world. This compares with a modern approach to resources and development of spaces which has in some ways become alienated from the natural environment.

Personal and Social Competence
The camp in the Regional area affords strong opportunities for building social competence in planning, supporting each other and in responsibility for the shelter and cooking arrangements. Personal competence also has unique development when the student applies their skills with confidence beyond the family situation.

Intercultural Understanding
The review of the development of other cultures shows both their contribution and the particular skills that each culture, in its own environment and historical situation, is prompted to unfold. The Ancient Persian development of agriculture, the Babylonian insights into Astronomy, the Egyptian work with irrigation and building and the Greek architectural forms reflect aspects of the human and social geography of each culture.

Cross Curriculum Priorities

Histories and cultures of Aboriginal and Torres Strait Island peoples
The Topic of Geography of the State covers Aboriginal perspectives relating to life before European settlement and the effects of colonisation.

Asia and Australia's Engagement with Asia
The Geography and History of the Region/State is linked to Asia in stories of the early navigators of the world who first reached Australia and parts of Asia- Pacific and of early European settlers who came from Asia and their relationship to the land. This helps build a picture of the Asia- Pacific region. The Ancient Cultures Topic includes Asia, particularly the geography and history of India.

Sustainability
The Topic on Botany gives depth and appreciation of the plant kingdom which support a sustainable world view and connection to life. A consideration of Aboriginal life before European colonisation brings awareness of sustainable ways of living. The focus in stories of early European settlers need for food and water also brings knowledge of the essential role of the environment in sustaining life.
GEOGRAPHY
Core Curriculum Topics
Stage 2: CLASS 6

Contents:

Child Development Profile

Core Topics

6.5A    Introduction to Geology
6.6    Astronomy
6.5 B    Gardening / Horticulture
6.12    Geography- Australia and the World Beyond

Related Topics *

6.1    History of Rome;
6.4    Australian History

* Geography content in Related Topics is marked in green

Overarching Themes Stage 2 (Classes 4-6):

Theme A:   Festivals
Theme C:   Handcrafts of the World

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards

General Capabilities

Cross Curriculum Priorities

**   Note on numbering of topics: Topic numbers within a subject are not necessarily sequential, as topics take their number from the Integrated Primary Curriculum
**YEAR 6: DEVELOPMENTAL PROFILE OF THE 12 YEAR OLD STUDENT**

<table>
<thead>
<tr>
<th>DEVELOPMENTAL STAGE</th>
<th>CURRICULUM APPROACH</th>
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</thead>
<tbody>
<tr>
<td><strong>PHYSICAL MATURATION</strong></td>
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<tr>
<td>In Class 6, the students reach 12 years of age, beginning the last phase of childhood. They are beginning to feel the double constraint: the weight and inertia of their body, and the time/space limitations of the world outside of their inner experience. Whereas earlier the body is carried by the life of the muscles, the movement of the 12 year old is more under the influence of the weight of the skeletal system. It begins to lose the natural rhythm and grace of the younger child; the point of balance, attained over the preceding year, appears to be lost.</td>
<td>They go on longer camps in which they meet the broader landscape of their country or the seas, fossick for rocks and observe the night skies all of which inspire them to balance the more factual with the poetic in their writing. They move into a mood of the Roman Civilisation in which the structural forms of bridges and aqueducts and the changing architecture represent a different relationship to the world – no longer the Greek temples.</td>
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<tr>
<td><strong>SOCIO-EMOTIONAL DEVELOPMENT</strong></td>
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<tr>
<td>After the empathy and compassion of Class 5 the opportunity now is for the birth of conscience. Out of their newly developing ability to see cause and effect and to feel the effects of their actions on others they are able to write from multiple perspectives.</td>
<td>Further study of Australia and the impact of European settlement on Aboriginal communities, later experiences of immigration and the courage of the Australian explorers all deepen understanding of human geography. On the world scale a connection to Australia as a united continent amidst the world land and seas masses develops.</td>
</tr>
<tr>
<td><strong>COGNITIVE MATURATION</strong></td>
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<tr>
<td>The student in Class 6 is developing new faculties of intellectual thought, but it is still too early at this stage for the too formal development of deductive thinking, logical thought processes and the analytical-critical function. The experience of gravity in the skeleton marks the beginning of causative thinking in the cognitive realm. They discern between perceptions. In class 6 the activity of judgement begins in a preliminary way in the arrangement of sense perceptions.</td>
<td>Up to Class 6 the object has been to remain firmly within the sense for the ‘whole’. We strive to direct the students to a heightened ‘common feeling’ in the class which is explored through eg the ideal of democracy developed in Roman times and the exploration of rules– a balance between the individual and the state. The expansion into World Geography allows the diverse historical and geographical pictures from the preceding year to be integrated now from the focal point of Australia as their current awareness rays out around the globe. The descriptive stories of other environments and communities around the world meet their emergence into an expanding consciousness.</td>
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<tr>
<td><strong>MORAL CAPACITY</strong></td>
<td></td>
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<tr>
<td>Students at twelve years of age begin to understand the concept of causality in connection with their behaviour. They can increasingly take responsibility for their actions by considering the implications and consequences of rules in the home, classroom and society</td>
<td>Increased student interest in the world is extended to include ecological awareness in both their local garden project and wider environmental understanding. The immensity of the starry skies engenders awe and perspective. They also develop awareness and respect for different cultures as they study communities or environments in different countries.</td>
</tr>
</tbody>
</table>
CORE GEOGRAPHY TOPICS

Topic 6.5 A   Science / Geography : 
Introduction to Geology and Mineralogy

“Particularly in mineralogy, you can go from the whole to the part, from the structure of the mountains to mineralogy.”
R. Steiner, 1919. Practical Advice to Teachers, Lecture 10.

The Central Experience of the Content

At the time when the student is beginning to experience the weight and hardness of their own body, as the bones begin to lengthen, their attention is drawn to the hardness of the Earth and the wonderful rocks and minerals from which it is formed. Two areas are highlighted: the living earth processes out of which rocks have formed, brought in an imaginative way; and the qualities of the rocks and crystals (colour, shine and crystal form) which can appeal to the imagination of the young child and engender a lifelong relationship to the mineral world.

Future Capacities

To have a connection the mineral world of rocks and their minerals, creates a lifelong connection to the Earth around us. It is part of the process that education can play in making us people of our time and place. Its elaboration later in Geology continues the process and deepens it. We seek to continue to awaken an understanding within the students that everything has a meaning and a purpose and to add to their sense of connection with their lives and their world.

Content Description

Science/Geography 6.5 A   Topic:   Introduction to Geology   (Main Lesson)

The students will learn to:
1. Sketch landscapes, sections created by roads and quarries, rock formations, rock types, minerals. Distinguish the main types of rocks – igneous, sedimentary and metamorphic and find them in their landscape, investigate qualities and record and communicate through tables and graphs.
2. Observe, explore and reflect on stories about rocks and understand the processes from which these rock types originate, recognise geological structures like folds, faults and different types of stratification.
3. They learn about the minerals both as the components of rocks and in their characteristic forms.
4. Understand the mineral world as coming out of living processes of the earth and the significance for sustainable living.
5. Appreciate the stories from indigenous people who have long recognised these processes including those of our Asian neighbours including Indonesia, Borneo, Philippines or Papua New Guinea where volcanic landforms occur and powerful rivers pound sedimentary rocks to create fertile soils.
Core Topic 6.6 Science / Geography: Astronomy

“Human Beings will want more and more to connect earth processes with the order of the cosmos, because fundamentally, they seek to connect their soul with something of a greater, higher order that lifts the confusion of earth into an encompassing whole. The teaching of Astronomy in the middle school, can meet such a seeking, which stirs early in the unconscious. The in the students of classes 6 and 7 there is the dawning of the first consciousness of their own destiny - a premonition of their own uncertain life.”
Manfred von Mackensen, 2005 (Forward to “Himmelskunde” by Liesbeth Bisterbosch)

The Central Experience of the Content
Students learn the names, pictures and stories of the most common bright stars and constellations, their movements through the year, the movement of the sun, moon and planets and gain a relationship to the night sky which can accompany them for the rest of their days.

Future Capacities
Students gain a relationship to a part of the world that the whole planet shares. This relationship is one they can build on and recognise in all parts of the earth and contributes to helping them be a true world citizen.

Content Description

<table>
<thead>
<tr>
<th>Science/Geography 6.6</th>
<th>Topic: Astronomy (Main Lesson)</th>
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</thead>
<tbody>
<tr>
<td>Students learn to:</td>
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<tr>
<td>1. Recognise the names of the brightest stars, the constellations and the planets.</td>
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<tr>
<td>2. Recognise the movement of celestial bodies along the eastern and western horizons, above the northern horizon and the way this changes, from the poles, to the temperate regions of the northern and southern hemispheres, to the equator.</td>
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<tr>
<td>3. Appreciate the stories and mythologies of the stars, from different cultures, and the Dreaming Stories of Australia.</td>
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<tr>
<td>4. Study the vegetation zones of the earth’s latitudes and the connection between plant growth, climate and celestial movement.</td>
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</tbody>
</table>
Core Topic 6.5 B  Science / Geography:
Gardening / Horticulture

“When your son reaches his 12th year, not much earlier, then let him have a few hours in the garden and fields helping. In this way he will learn through his limb activity to get to know the seasons of the year, which will enrich his school lessons. One will have to guide him to observations from which questions will arise. The answers should always make their starting point from people. The fruit of such activities appear in the adult, metamorphosed into the social life.”
A comment to Mrs Stegmann, by R. Steiner out of the note book of Ms Michels.
From an article by Peter Lange about the Gardening Curriculum, Erziehungskunst, Vol. 6, 1996

The Central Experience of the Content

The focus of the gardening programme involves expanding students’ capacity for observation and care and attention to detail. The practical focus is on annual plants (mainly vegetables) although perennial plants such as hedges, natives and strawberries can be worked with. Each student is the custodian of one bed of their own in the garden area for half of each term during weekly lessons. During the year the practical tasks performed include composting, weeding, seeding, mulching, harvesting, forming raised beds and maintaining paths; care and use of tools, worm farm and hens; using liquid manure and liquid vermicast; and nursery work including propagation by root division, growing annual vegetable seedlings for sale, singling seedlings, labelling and weeding pots.

Future Capacities

This work with plants through the seasons of the year involves the student in a deep bodily way with nature – an experience that will build a relationship to nature that awakens many of the subjects taught in the more academic curriculum.

Content Description

Science/Geography 6.5 B  Topic :Gardening / Horticulture  (Practice lessons)

Students learn to:
1. Care for plants in their own garden bed.
2. Use propagation, soil development and tool care in the management of their garden bed over the year.
3. Consider and implement sustainable management, waste and gardening practices for the environment including organic and bio-dynamic methods, composting and worm farming, understanding how the environment can be protected.
Core Topic 6.12: Geography: Australia and the World Beyond

Drawing will go hand in hand with geography. It would be of the greatest importance for the growing pupil to have really intelligent lessons in drawing; during the lessons he would be led to draw the globe from various sides, to draw the mountains and rivers of the earth in their relation to one another, then to turn to astronomy and to draw the planetary system ... certainly before they have reached 15, perhaps from the 12th year onwards… Rudolf Steiner

The Central Experience of the Content

After the experience of classroom and home surroundings in Class 1 and 2, farming and built structures of the immediate area in Class 3, to the wider local area in Class 4, and local region in Class 5, the students now expand to the ‘home’ continent- with particular emphasis on polarities (urban-rural, plains-mountains, coastal-inland- and often linked by the course of the great rivers. Students continue to experience an approach linking physical geography and climate to vegetation, natural resources and basic economics (coal mining, forestry, fishing, trade) as well as infrastructure.

The students’ understanding and experience is extended through painting and drawing the earth’s main mountain ranges, the oceans and distribution of the continents. The links between major vegetation types and amount of sun and rain is made. Vegetation types explored include forests, deserts, temperate zones and arctic regions. The great rivers are studied as individual. Students explore the distribution of major natural resources and are introduced to a narrative example of regional and world trade and economic considerations.

Links are made with Australian History, Astronomy and Geology topics.

Future Capacities

In later life the understanding of other cultures is enhanced by this earlier sense of the whole world and the qualities and connections of places and people. At this time between the12th and14th year the students themselves are ready to move into the world with empathy and possibilities of altruism, with openness and courage which will stay with them if nurtured in just this way.

Content description

Geography 6.12 : Australia and the World Beyond (As a Main Lesson, or as additions to either Botany, Geology, Astronomy, History of Australia or as practice lessons)

Students will learn to:

Part A Australian Geography - (can be integrated with 6.4 Australian History)

1. View the structure of the mountain ranges of Australia and their connection to the river systems.
2. Understand the Australian continent through consideration of its polarities: urban-rural, the plains-mountains, and coastal-inland locations and different vegetation types.
3. Relate physical geography (links to Geology) and climate - including the impact of flood, vegetation (links to Botany) and natural resources. Recognise their connection to the historical development (links to Australian History) of economics, infrastructure and human society. Map and represent the Countries and Places of Aboriginal and Torres Strait Islander Peoples. Map Australia’s States and Territories and major natural and human features.
Part B  World Geography

4. View the globe and map world regions/continents and their location in relation to Australia - Asia, Europe, North and South America and Africa.
5. Experience the general relationship of the mountain ranges to the river systems of the world and their characteristic individual qualities.
6. Consider diverse regions of the earth connecting climatic conditions to astronomical conditions.
7. Recognise examples of the general links between major vegetation types in rain forests, deserts, temperate zones and arctic regions to the amount of sun, rain and prevailing wind patterns.
8. Consider an example of the distribution of major natural resources and relation to regional or world trade, considering ethical development and sharing of resources.
9. Considering examples of countries from the continents/regions of Europe and North and South America, Africa as well as Asia, relate physical geography, (links to Geology), climate, vegetation (links to Botany) and natural resources. Recognise their diversity and connection to the differing development of human indigenous and non-indigenous societies, economics and infrastructure.

Geographical Skills

10. Map on a world level using cartographic conventions of border, source, legend, title, north point, scale and describe location using grid references, compass direction and distance.
11. Develop exact imagination, translating descriptive narrative to inner pictures and outer representations.
12. Experience the ability to visualize whole systems in geographical regions.
13. Develop a sense of connections between geology, geography, climate, astronomy, botany, human endeavour, economics and history and personal relationships to places.
14. Experience emerging thoughts and feelings of ethical responsibility for the earth.
15. Develop Geographical questions and plan an enquiry. Identify a variety of valid sources, collect and record data using formal measurements and record information ethically from primary and secondary sources (such as interviewing people, surveys, maps e.g. satellite images, plans, photographs, diaries, statistics or reports), evaluating their usefulness. Follow protocols for consultation with local Aboriginal community and/or Torres Strait Islander communities.
16. Represent data in plans, graphs, tables, sketches and diagrams and identify spatial distributions, patterns and trends to infer relationships to draw conclusions. Communicate findings in a variety of forms using geographical vocabulary and tools and reflect on their learning to propose an individual or group response to a Geographical issue and the expected benefits on different groups of people.
RELATED TOPIC with geography material marked in green

Topic 6.1 History/Geography: History Of Ancient Rome

“….Rome! 'tis thine alone with awful sway,
To rule mankind and make the world obey,
Disposing peace and war thine own majestic way.
To tame the proud, the fettered slave to free,
These are imperial arts and worthy thee.”
- Virgil

Central Experiences of the Content

The study of Ancient Rome provides the theme and key Main Lessons of Class 6, integrating language and literature, geography, science and art. The sense of order of the Roman world particularly addresses the needs of the Class 6 child now standing at the threshold of adolescence. The study of Ancient Rome gives a picture of a people establishing a new relationship with the world, separating themselves from their gods and learning to develop their own laws and structures. The lessons span the historical distance between the mythical world and events whose monuments stand in our own time. From the legend of Romulus and Remus studies move to biographies of flesh and blood figures of history and the exploration of everyday life. Studies cover the period from the founding of Rome to its fall and lead on to the study of the rise of Christianity and Islam and the Arthurian legends.

Future Capacities

The students will continue to develop an appreciation for the evolution of culture. Tales of daily life facilitate a sense of historical empathy. The tales of the heroes and of great deeds instil an aspiration to the noble and good in humankind. Students come to recognise that civilisations including our own have their own unique features and that change, in even the greatest civilisations can be brought about by actions of individuals - great and small.

Content Description

History 6.1 Topic: THE HISTORY OF ANCIENT ROME

Students will learn to:
1. Identify the location and describe the rise of the Roman Republic
2. Describe the expansion of the Roman empire including the political and geographic factors in its growth
3. Understand the importance of historical and mythical figures related to the period
4. Explore significant events and characteristics of the period
5. Describe the government of the Roman Republic
6. Describe the social structures, beliefs and customs of the society
7. Describe aspects of daily life of the period
8. Appreciate the tangible and intangible legacies of Roman art and architecture, technology and science, literature, language and law
9. Describe the events of the beginnings of Christianity and Islam

Historical and English Skills
10. Sequence historical people and events; pose questions about the Roman times and locate information from sources.
11. Use tables, diagrams, maps and graphs to express ideas.
12. Participate in discussions, developing ideas and evaluating information
13. Select and research a variety of sources using structural features
RELATED TOPIC with geography material marked in green

Topic 6.4 History: Australian History

Central Experiences of the Content

Students now examine in more detail European colonisation of Australia and the expansion of European settlement. They will consider the impact of European colonisation on indigenous people at a local and national level. Through stories and representative biographies, through images, poetry and primary sources the students are given an enduring picture of the human experience and this period of the developing nation. The period of the gold rush and its social, economic and cultural impact is studied. History, geography, art and literature are integrated to bring the students to a thorough narrative understanding of Australian History from colonisation up to Federation.

Future Capacities

In studying history’s stories we are studying the stories of humanity in the context of a time we can only imagine. To recreate the past we turn to documents and primary sources; we use voices from the past in whatever form they come to us. We look to writers and researchers who have taken the path before us. Essentially though the recreation of the past is an exercise of imagination and empathy, one that gives us a sense of the past and brings us some understanding of how our society came to be. The study of the stories of people who travelled to Australia from many lands, the journey of family and nation together gives the young person a sense of purpose and belonging. Study of the dilemmas and decisions of individuals, great and small, in the face of challenge and adversity both inspires and provides the student questions against which they may test their own developing moral sense.

Content Description

History 6.4 Topic: AUSTRALIAN HISTORY

The students will learn to:

1. Identify and describe key events in the history of Australia up to Federation including the reasons for establishment of the colony, the nature and patterns of colonial settlement, daily life and changes to the environment; the Eureka Stockade, exploration, early immigrants and expansion of farming; including key figures and events that lead to Australia’s Federation including British and American influences on Australia’s system of law and government.

2. Identify and describe geographical features of historical significance within Australia and immigrant nations.

3. Identity and describe the lives and contributions of significant individuals or groups to the shaping of the colony e.g. explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples

4. Identify and describe the lives and contributions of individuals and groups from a variety of cultural backgrounds including Aboriginal and Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport and environmental care and how this effects Australian life in various locations.

5. Describe the lifestyle and organisation of indigenous communities and the impact of European colonisation
6. Identify significant personalities and events in early contact between Europeans and Aboriginal peoples, their status and resistance to dispossession.

7. Identify experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and/or Torres Strait Islander people, migrants, and women.

8. The reasons people migrated to Australia from Europe and Asia and the experiences and contributions of a particular migrant group within a colony and understanding of past and current cultural diversity in Australia and the world. Understand how connection to place impacts awareness and understanding. Identify and appreciate characteristics of early Australian literature and art works.

9. Identify and describe some of the environmental impacts of changing land use e.g. land clearing, irrigation, farming, mining as well as impact of bushfires or floods.

10. Sequence historical people and events; use historical terms and concepts, pose questions about the times and locate and compare information from range of sources.

11. Identify and locate a range of relevant sources; locate information related to inquiry questions in a range of sources and compare information from a range of sources. Identify and compare points of view and develop historical writing and oral presentations based on sources which include artistic work.

12. Identify viewpoints of different experiences of colonisation in the past and present.

13. Understand how different dialects developed from British language and indigenous and migrant influences.

See Overarching Theme A: **Festivals, celebrations and the Rhythm of time**
Geographical aspects include:
- Celebration of seasonal festivals and their relationship to the natural world, and agriculture, eg harvest and spring
- Celebration of world cultures

See Overarching Theme C: **Handcrafts of the World**
Geographical aspects include:
- Ancient constructed environments e.g. models of Roman buildings, aqueducts and bridges.
- Appreciation of nature and its forms and uses in artistic and cultural life
Achievement Standard Class 6  Geography

Geographical Knowledge and Understanding
1. Students describe the location of selected countries in absolute and relative terms. They explain the characteristics of diverse places in different locations at different scales from local to global, including selected countries. They identify and compare physical geography and climate, vegetation, natural resources and spatial distributions and patterns. They recognise their connection to the development of societies, economics and infrastructure.
2. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Geographical Skills
3. Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions.
4. 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, grid references, scale, legend, title and north point.
5. 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.
6. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

General Capabilities: Class 6 Geography

Literacy
In Class 6 the students develop a Geographical Inquiry and are able to research from primary and secondary library sources and communicate findings and proposals with Geographical language for a response to an environmental issue. They create Main Lesson Books which integrate written and visual forms of expression including journal work, poetry, observational descriptions and charts, diagrams, original artworks, summarising skills and appropriate layout, contents table and page numbering.

Numeracy
Study of the earth, sun, moon and stars and their movement, leads to geometrical work with the circle forms. The laying out of planting beds and the intervals between seed plantings require numerical work based on practical need (6.3 Gardening). The presentation of results of the Geographical inquiry uses appropriate graphs.

Competence in Information and Communication Technology
In the Australian Steiner Curriculum Framework in Year 6 the scaffolding of later work in ICT is begun. Students are expected to be able to draw representations of their observations and lay out their work clearly with titles, sub-titles, diagrams and written descriptions. These skills of ordering their work into description, diagram and then explanation become embodied skills, which later can be carried out by computer software. The scaffolded skills of visual representation and clear organisation, filing and retrieving information are built in their bookwork.

Critical and Creative Thinking
The Australian Steiner Curriculum Framework is an integrated one and as such the relationship between various paradigms is always inherent. In the Topic on Ancient Rome the relationship between geographic features and the expansion of the Roman Empire is examined. In the Geography topic, Australia and the World Beyond, the connection between geography, vegetation, agriculture, cultural development, infrastructure and history is studied. The direct relationship between, astronomical position, climate, vegetation and landscape is also examined.
Ethical Behaviour
The gardening topic develops a practically based learning activity where the students experience directly a stewardship role in the cultivation of the soil for the care of plants and the sharing with the wider community. The study of the natural resources of Australia and the world as well as import and export bring questions of ethical development and trade.

Personal and Social Competence
Development and communication of their geographical research topic requires personal connection, commitment and presentation skills. The longer camp attached to the Geography/Science Topics requires growing independence as well as skills in leadership, cooperation and community culture.

Intercultural Understanding
The expansion into world geography brings together the many in depth cultural studies in the earlier classes- Aboriginal Australian, Celtic, Hebrew, Northern European, Indian, Persian, Egyptian, Greek and Roman. Now a world view, sensitive to and appreciative of diversity and aware of the rise of various civilisations begins to emerge. In world Geography they become aware of the relationship of environment and lifestyle of communities in different countries.

Cross Curriculum Priorities

Histories and cultures of Aboriginal and Torres Strait Island peoples
The study of Astronomy brings an opportunity to study the Aboriginal Dreaming stories of the stars. In Introduction to Geology they also hear stories of Aboriginal understanding of the earth processes. They continue to integrate Aboriginal perspectives in the Australian Geography Topics.

Asia and Australia’s Engagement with Asia
The Geography extends to the continents of the world and students gain a sense of geographical relationship to the Asian countries and continents. The students study the stars as they appear and have a sense of themselves as world citizens with the dome of the night sky above the world uniting all people.

Sustainability
The Gardening Topic is focussed on sustainable practices such as composting, worm farms and organic and bio-dynamic methods. This work with plants through the seasons of the year involves the student in a deep bodily way with nature – an experience that will build a relationship to nature and the processes of warmth and moisture in the soil as well as the needs of plants in the different seasons of the year.

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2 Kovacs, C. (2005) *Botany*  
3 Ibid
4 Richter and Rawson (2000) *Educational Tasks and Content of the Steiner Waldorf Curriculum*
STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

GEOGRAPHY HIGH SCHOOL
Core Curriculum Topics

Stage 3: Years 7-8

RECOGNISED BY ACARA NOVEMBER 2014
Revisions included in this document:

Nov 2013  Geography Changes made as result of discussions with ACARA
24 Sept 2014 Geography Changes made as result of discussions with ACARA
24 Sept 2014 Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines
   Topic 7.2    Title changed to Indigenous Societies and Civilisations
   Topic 8.2    Title changed to Geographical Regions: Cultural Contrasts

The extended version of this curriculum was Recognised by ACARA in November 2014
This CORE document excludes Content Elaborations as requested by ACARA.
GEOGRAPHY
Core Curriculum Topics
Stage 3: Years 7 - 8

Contents

Year 7 Topics

Geography 7.1 Voyages of Discovery: Encountering the Landscape of the Newly Discovered World
Geography 7.2 Indigenous Societies and Civilisations
Geography 7.3 / Science 7.6 Gardening / Horticulture

Year 8 Topics

Geography 8.1 The Earth: Origins, Processes and Landforms
Geography 8.2 Geographical Regions: Cultural Contrasts.
Geography 8.3 / Science 8.5 Gardening/ Horticulture

Each Year Document contains:
Development Profile
Topics
Achievement Standards
Cross Curriculum Priorities
GEOGRAPHY
Core Curriculum Topics
Stage 3: YEAR 7

Contents:

Developmental profile

Topics
Geography 7.1
Voyages of Discovery: Encountering the Landscape of the Newly Discovered World
Geography 7.2
Indigenous Societies and Civilisations
Geography 7.3 /Science 7.6
Gardening / Horticulture

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Perspectives
### YEAR 7: DEVELOPMENTAL PROFILE OF THE 13 YEAR OLD STUDENT

<table>
<thead>
<tr>
<th>DEVELOPMENTAL STAGE</th>
<th>CURRICULUM APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL GROWTH</strong></td>
<td>At this age strong inner and outer development is clearly evident. Students appear to rapidly grow in their physical body and we sense the student’s burgeoning desire to ‘conquer’ their world. Their will is engaged, inspired and activated as students hear of the feats of explorers navigating vast and unknown oceans. They too wish to venture into new landscapes. Their experience of themselves within the physical landscape is deepened as they step out under the heavens and record the movement of the moon and stars. Earthly processes are introduced, horizons are broadened, and students are supported in finding their way in the world.</td>
</tr>
<tr>
<td><strong>SOCIO-EMOTIONAL DEVELOPMENT</strong></td>
<td>The inner life of the 13 year old begins to stir emotionally. Although tender and more self-centred, the yearning for independence is developing. They are able to hold a more objective viewpoint and as they stand at the threshold of leaving the known and secure, their encounters with the geography of the new world enables them to see the world differently and provides the new perspectives they are seeking. Through their feelings they begin to connect more deeply with people and places. A geographical imagination supports them to recognise their place as citizens within a broader social group.</td>
</tr>
<tr>
<td><strong>COGNITIVE MATURATION</strong></td>
<td>The 13 year old is increasingly able to form abstract concepts and objectively inquire about the outer world. Their wish to know and understand world phenomena grows. Exact and accurate observation supports them to work with abstract ideas and therefore the development of their conceptual thinking. They come to recognise the structured approach navigators and explorers took in mapping and recording their journeys and develop the tools to record such observations. This becomes important and traditional disciplines of latitude and longitude, direction and map creation and use, support them to articulate their observations. At the same time they can be challenged to reflect on the viewpoint of the other. The encounters of the explorers with indigenous people provides opportunity for this.</td>
</tr>
<tr>
<td><strong>MORAL CAPACITY</strong></td>
<td>As interest in the affairs of their world encompasses a broader panorama the will of the students is engaged and their relationship and sense of responsible citizenship, is deepened. Students of this age are more able to recognise the point of view of the other and this development can be supported in the study of tribal societies and their relationship to their environment. The world is becoming larger to the 13 year old and the desire to step into it in a purposeful way is becoming more conscious.</td>
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</tbody>
</table>

In Class 7, the students reach 13 years of age, and become teenagers. There is still accelerated growth in the limbs, and an associated awkwardness in movement. Sexual identity and capacity becomes established – in advance of psychological development, and the students become self-conscious about their bodies. Two fundamental gestures characterise this phase of life: an outer, active principle and the stirring of a dynamic, inner, psychological state.

There is a growing sense of self within the students, with a new relationship being established with the world as a teenager. While a feeling and yearning for independence and solitude may be experienced, a certain anxiety, emotional sensitivity and embarrassment can run alongside. Generally, there are significant differences in the manner in which boys and girls face up to and deal with the challenges of this age (Rawson & Richter, 2000, p.45).

This is the final stage of the second seven year phase, during which we witness the birth of the rational intellect out of the rich imaginative life of feeling. Conceptual thinking starts to come to the fore, and the student begins to develop critical abilities. An appetite for knowledge of world phenomena, mingles with a budding capacity for reflection and the first promptings of self-reflection.

The integration and harmonising of the experiential, cognitive, and socio-emotional aspects of development contribute towards the building of moral capacity. This is further enhanced by meeting the students’ developmental needs, through the selection of suitable curriculum content and appropriate teaching methods.
GEOGRAPHY 7.1
Voyages of Discovery:

PHYSICAL GEOGRAPHY:
Encountering the Landscape of the Newly Discovered World

The Central Experience of the Content

Much of the content of Class 7 is concerned with humankind’s different relationship to the environment as the impulse for independence and individualisation begins to grow in the 13 year old. Geography is now closely linked to history and the Medieval age, a time in which human beings shared this characteristic. Under a feudal society, deeply rooted in Church authority, lives and agricultural activity were determined by the seasons and the festivals of the year. The village was the extent of their known world. The Class 7 child stands at the threshold between remaining where they are and leaving behind the ‘known’ to journey to ‘new landscapes’.
The Crusades, and the ability of Knights, explorers and navigators to journey away from their home landscape and expand boundaries and borders to discover and conquer ‘terra incognita’, captivate thirteen year olds. With the journeys, human consciousness expanded, and new knowledge arose. Journeys of exploration and discovery and the biographies of individuals achieving such feats are deeply engaging for the young 13-14 year old about to embark on their individual journey through adolescence. They support the broadening of the horizons of the mind that the students are experiencing. Conceptual thinking begins to develop along with greater powers of observation and perception. A thirst for knowledge and an understanding of the connectedness of the processes of the Earth leads to the development of a geographical imagination. It also leads to a recognition of the need for recording of observations and new discoveries in an ordered and structured manner. Mathematical geography of astronomy, cartography, climatology developed during that time and is introduced to support such cognitive and psychological development in the year 7 child.

Future Capacities

Any study of geography lays the seeds within the students of a deep love of the Earth and the heavens. Working with the individual disciplines of geography helps the students to sense the mystery of the natural rhythms of the Earth. This will then provide the foundation for knowledge of the way in which the order and beauty that can be carefully observed and recorded supports humankind’s life upon the Earth. It fosters within the children a sense that the natural processes of the Earth are connected and that we, as part of the living organism of the Earth, can work cooperatively and responsibly with nature.
Content description

Geography 7.1  
Voyages Of Discovery: 
Encountering the Landscape of the Newly Discovered World

Students will learn to:

1. Understand the Earth’s revolution around the sun and the influence of the seasons on human activity in Medieval agrarian society.
2. Appreciate the role of the feudal system, the Church and monastic life in organising the structure of life in Medieval agrarian society- monasteries, castles and cathedrals.
3. Learn to examine the Crusades and the voyages of discovery as a practical, experiential understanding of all that underlies the development of early mapping techniques (OT map), and utilise early mapping techniques and methods (Portolan). Understand the application of a grid to construct a world or regional map. Construct a Compass Rose to support understanding of direction(cardinal and intercardinal points)
4. Appreciate water as a significant resource in Medieval life: wells on the commons, rivers as a water source for settlement and agriculture, ports for safe harbours; movement of people, trade of goods, the influence of ocean currents on exploration and colonisation patterns. and the development of water wheels for use in agriculture as arable lands were developed; shared resource use in ‘the commons’, wells, settlement near rivers and water sources, trade routes and ports; to the importance of water
5. Consider through descriptive narrative, the landscape of the Crusades and the great voyages of discovery- their challenges discoveries, experiences and use of stars and landmarks to record journeys, the influence of ocean currents to determine the destination of explorers, the importance of safe harbours for landings and for trade, and access to fresh water for colonisation.
6. Understand the influence and challenges landscape can present to indigenous societies by considering and exploring the changing landscape, through descriptive comparisons of arid lands of western Asia, northern Africa and forested regions of South America; the Amazon River and its varied topography (from delta to the Andes watershed, and flora and fauna; and the challenges early discoverers faced eg communicating with indigenous people, fresh water scarcity and ways of overcoming it, new flora and fauna
7. Develop skills in the use of the atlas and application of mapping conventions to understand parallels of latitude, hemispheres, Tropic of Cancer and Capricorn, Polar circles, Great Circles, Meridians, the seasons (revolution and rotation of the Earth)
8. Begin simple analysis of geographical data such as a globe, an atlas, latitude and longitude, astronomical maps, topographic maps and landscape and aerial photographs to identify and propose explanations for spatial distributions and patterns of geographic features such as rivers and mountains, plains and settlement, safe harbours and settlement, landscape and routes which enable movement.
9. Use an atlas and a globe to propose ideas and draw simple conclusions about the relationship between colonisation, settlement and rivers, ports and safe harbours
10. Create their own maps using the mapping conventions of grid, orientation, key, contours, vegetation etc through asking geographical questions to propose a suitable place for a harbour, settlement, movement of people and trade ie optimal settlement patterns considering landform, location, closeness to significant resources and trade opportunities.
11. Work with imaginative capacities in appreciating the transition in viewpoint from geocentric understanding of the Earth (Ptolemaic) to heliocentric (Copernican) view. Observe and record as a primary source, the movement of the stars in relation to navigation and orientation
GEOGRAPHY 7.2 Geographical Regions: Cultural Contrasts

“...A child with whom we study geography in an intelligent way will have a more loving relationship to his fellow men than one who has no feeling of what proximity in space means; for he will learn to feel that he lives alongside other human beings and he will come to have regard and respect for them.” RS Stuttgart, 12-19 June, 1921.

The Central Experience of the Content

A study of tribal societies introduces the 13 year old to the spiritual/cultural relations of the human being and the environment. By studying the relationship between environment and the indigenous people who live there, the way in which natural processes and human beings interact and interrelate become clearer. In broad imaginative pictures the students come to truly sense the environment in which a tribal society lives and the way in which it shapes their lives. Such a study supports the student’s capacity to recognise the earth’s surface as a unity in relation to human activity but with local considerations creating a distinctive character and diversity.

Future Capacities

A study of new lands and indigenous people within the landscape lays the foundation for students to recognise the inter-relationships and interdependence of human kind and the natural world. Such a study leads the student outwards, away from self-centredness, to begin the process of awakening to our responsibility to the Earth which sustains us. It also calls on human beings to develop a deeper sense of brotherhood and increasing sense of social responsibility.

Content description

Geography 7.2 Geographical Regions: Cultural Contrasts

Students will learn to:

1. Consider and explore the natural environment of a region orientating themselves into the experience of newly encountered regions by looking at differences and variations in: topography, climate, water availability, flora and fauna and the challenges they may present eg difficulty of access in tropical jungle/mountain/desert regions compared to the way different water resources enable ease of movement, safe harbours, and therefore relationships between locations.

2. Explore the non-indigenous settlement of newly encountered regions as they were colonised and appreciate why such regions were selected by people for settlement eg water transport, harbour safety, access to foods, fertile soils etc (eg Australia) and how more geographically challenging regions were adapted to (eg living in the Amazon/Indonesian/African rainforest or desert regions of Australia) so that significant landscapes were protected eg nomadic/seasonal rotational lifestyle that prevented exhaustion of resources such as trees and ground cover, subsistence farming with non-permanent agriculture.

3. Develop imaginative appreciation of encounters between different cultural groups and the structure of their communities.

4. Examine the perspectives, cultural traditions, religions, beliefs and lifestyles of different indigenous groups and societies and their influence on the social cohesion of the group, sense of identity and the perception of living in a particular place held by individuals within indigenous communities.

5. Plan and complete research on, through a personal or shared project, the unique characteristics of an indigenous society, their religious and cultural traditions, beliefs, spiritual laws and hierarchy, and the role of gender within their society, considering how the environment and the resources available influence where and how they live, the harmonious relationship they have to their...
environment and the way the use of story and myth can be used to engender safety. Choice should include Australian Aboriginal and Torres Strait Islander peoples and an example from Asia eg hill tribes of Cambodia, Laos and Thailand, or Indonesia, New Guinea, and examples such as the Kalahari Bushmen, the Amerindians of the Amazon, the Mongols.

6. Examine the relationship to nature of different cultural groups eg the sacredness of landscape, indigenous stories reflecting the beauty and sacredness of water sources (eg Bunjil in Kulin lands, Vic), plant and animal life, celestial bodies and the ways such environmental features influenced their life including how varied availability of water in Australia and different world regions was overcome, and the way in which these environmental characteristics influence movement and activity patterns of Aboriginal and Torres Strait Islanders peoples)

7. With the support of the teacher collect and select relevant sources and data from primary and secondary sources to record and use in project material including visual aids such as maps, photographs, diaries and charts. Students will explore and discuss their usefulness and share individual findings eg in a class talk or visual display

8. Interpret and create different scale maps and diagrams and other representations, to identify and about spatial distributions of e.g. tribal locations, housing settlement patterns, hunting areas, domestic farming locations etc

9. Understand how more geographically challenging regions influenced ways of being (eg living in the Amazon/Indonesian/African rainforest or desert regions of Australia) through a closer study of the indigenous peoples eg the phenomenon of drought - desert indigenous people of Australia and their knowledge and wisdom of access to water in a dry landscape including reference to stories of support for explorers

10. Examine how indigenous people respond to rainfall and temperature patterns and how such patterns impact on how and where they live eg use of camels for long journeys in desert environments, settlement in regions of oasis, construction of deep wells, nomadic herdsmen, cultivation of date palms (Asia); 'reading' the landscape and vegetation as indications of water, using waterholes to determine movement (Desert people- Australia. Give a class talk or present project visually to share information and methods of presentation,

11. Appreciate cultural diversity and the importance of social connectedness, community identity and adherence to indigenous traditions/laws which bring a sense of safety to a community in a harsh environment eg travelling in caravans for safety; division of Australian Aboriginal people into families and language and culture groups. Nations as social structure and identity.

12. Attend camp/s to various landscapes where social/cultural connections to the landscape are deepened and where practical enquiry skills are developed.
Geography 7.3  /  Science 7.6  Topic: Gardening / Horticulture

The Central Experience of the Content

“In Class 7 the inner development focus is firstly on developing an understanding of cosmic and terrestrial parts of plants and cosmic and terrestrial influences on plants. Secondly it is on developing active and imaginative qualitative understanding through working in response to observations. The practical focus involves annual and perennial plants with particular emphasis on flowers.”
Evette Sunset, Mt Barker Waldorf School Gardening Curriculum, 6-10. 2008

Future Capacities

The students become imaginative and ecologically aware, whilst at the same time learning about the sustainable use of the soil and the reality of making a living off the land.

Content Description

<table>
<thead>
<tr>
<th>Geography 7.3</th>
<th>Topic: Gardening / Horticulture</th>
<th>Science 7.6</th>
<th>(Practice lessons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students learn to be the custodian of one portion of a garden area for part of the year.</td>
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<tr>
<td>2. Their work in the smaller plots includes succession planting, spacing, seasonal planting, composting, bed maintenance and correct harvesting.</td>
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<tr>
<td>3. They work with annual flowers, bulbs, perennial flowers and native flowers; making compost; harvesting and an excursion to a commercial flower farm.</td>
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</tr>
</tbody>
</table>
Achievement Standard: Year 7 Geography

By the end of Year 7 students have:

1. Considered and can describe life in the village with its dependence on natural features for growing food, providing water, stone or timber for housing; and the pattern of the year with the influence of the seasons and therefore the revolutionary path of the Earth around the sun.

2. ‘Orientated’ themselves in a new way to the world through an expanding geographical awareness. They identify and sense the distribution of the seas, the continents and different and diverse landscapes eg the arid regions of Western Asia as encountered by the Crusades, the Caribbean and east coast of the Americas as encountered by the navigators on their journeys of discovery, the vast Atlantic Ocean, the search for the Great Southern Land.

3. Practised the early mapping techniques developed by the ancients and the great explorers to record the pathways of their adventures eg portolan maps, floating shadow sticks to indicate how far north or south of the Equator they had travelled.

4. Created large and small scale maps that conform to mapping conventions and record significant information (about geographic phenomena, features and events), on the maps including latitude and longitude, the Tropics, Equator, the cardinal points of the compass rose, the journeys of discovery, use of a legend.

5. Recognised some geographical characteristics of places and the way people perceive and value the land according to their relationship to it and interdependence with it. Through imaginative writings and project work of tribal societies they describe simple interconnections between people, place and environment and why the landscape strongly influences the way people use the land, their rituals, ceremonies and festivals, housing, diet and their patterns of settlement. Understood the influence and challenges landscape can present to people and the environment.

6. Begun to understand the relationship between the characteristics of different cultures and their ways of living, and environmental characteristics such as location (latitude, hemisphere, nearness to resources) landform (geology, altitude and topography, fertile/infertile soils), climate (extreme heat/cold or wet/dry), vegetation (sparse/dense, inland/coastal, steppe/forest, desert/wetland) and access to water (bays, rivers, lakes, seas).

7. Through imaginative writings and project work of indigenous societies, described simple interconnections between people, place and environment and why the landscape strongly influences the way people use the land, their rituals, ceremonies and festivals, housing, diet and their patterns of settlement.

8. Considered what aspects of an environment might make it more conducive to a ‘liveable’ environment. Appreciated and understood the importance of water as a resource and its importance in ‘liveability’

9. Interpreted maps to explore a geographical challenge such as finding a safe harbour, an optimal place for settlement, areas where resources such as water and flat land might be found. Examined and learned about how indigenous people responded to such challenges in contrast to the approach taken by invaders and colonisers.

10. Through listening to and reading poems of early European settlers expressing loss of familiar landscapes, feelings of isolation and aloneness, begin to understand the importance of connections to ‘home’.

11. Presented fieldwork observations (recording of the night sky over a sequence of nights or seasonally) using geographic techniques and conventions to record their data. Propose simple written and oral explanations for the patterns they have seen and recorded.

12. Explored geographical questions that arise out of fieldwork observations or through imaginative writings and artistic presentations reflect on questions that may have arisen in the hearts of medieval characters such as the great explorers sailing into unknown seas, or the tribal people in their first encounters with the explorers.
13. Worked individually and in groups to complete a project using both primary (old maps, diaries) and secondary sources (texts from library and home) as references.

14. Presented their work in a variety of ways (poster, illustrations, diary form, models, brief etc) of their choosing to individually express their engagement and interest in the topic.

**General Capabilities: Year 7 Geography.**

**Literacy**

Literacy is developed in Geography 7.1 and 7.2 as the students listen, read and research new phenomenon, processes, and experiences. New vocabulary is learned and practised both orally in the classroom and in written form. e.g. latitude, longitude, rotation and revolution of the Earth. They create ‘portolan’ maps, the ‘literature of the landscape’ as did cartographers and navigators and explore this as a way of recording one ‘point of view’ and counterbalancing it with another ‘point of view’. Students explore imaginative writing when they write of sea journeys, new lands, new plant and animal life, and new people, working strongly in the first person, often in diary entry form, and from an imagined personal experience. Students read of the human experience of diverse cultures and landscapes in their study of tribal societies. They explore, through imaginative writing, the different way of communication and literacy of indigenous people e.g. dot drawings, story-telling, skin tattooing. This enables them to further sense another way of seeing; one in which oral traditions use the script of the landscape to hear and communicate. They also create a text document or Main Lesson booklet that integrates written ideas and visual representations.

**Numeracy**

In Year 7 geography, numeracy is enriched in several ways. Examples include interpreting and/or creating portolan maps which bring a two dimensional sense of mathematical perspective to the student’s consciousness. This is reinforced in the creation of grid maps and simple grid point referencing as introduction to the use of latitude and longitude. Numeracy developed in the introduction of the use of linear scale to accurately gauge distance between two points on a map adds a further dimension to working with maps and understanding of scale. The formation of a compass rose with its 360° divided into the cardinal points (N,S,E,W) and the four "intercardinal" or "ordinal directions" (NE, SE, SW, NW), at angles of difference of 45° develops geometric skill. Three dimensional patterning and conceptual understanding is supported in its development with given imaginations of the rotation of the earth on its axis and revolution around the sun. Out of this students develop understanding of the division of the year into seasons, months and day and night.

**Competence in Information and Communication Technology**

In the Australian Steiner Curriculum Framework in Year 7 the scaffolding of later work in ICT is begun.

Skills which will be increasingly used digitally are now becoming more highly developed in organisation with layout, design, and creative expression clearly displayed in main lesson books and in elaborate artistic work such as Celtic knot designs, and hand painted large scale world maps. Skills of ordering their work into interpretation, description and diagram and or explanation become embodied skills, which later can be carried out by computer software. Although students are on the threshold of entering the digital world they still need opportunities to apply their maturing ways of seeing and representing the world as a primary experience. Rather than importing graphics the majority of the student’s work is still fully creative. Later, with increasing experience with the computer, students will hold high expectations of what they aspire to achieve.

**Critical and Creative Thinking**

In Year 7 the rich biographies which are either told to the students or read themselves, reveal the inner soul questions that European navigators and explorers grappled with. When Prince Henry the Navigator sat on the shore of Portugal and contemplated the question “Where do the waves come from?” a new impulse for redesign of a ship’s hull arose. Ships could now travel into deeper waters and sail on ocean...
currents rather than coastal winds. Great voyages of discovery were now possible. As students hear of the journeys, read diary excerpts of personal feelings and experience, questions can also be placed before them to discuss and explore. What would be the experience of young sailors sailing into unknown territory for the first time? How would it be for the indigenous people watching the great billowing sails of ships on the horizon? How would communication take place between Europeans and indigenous people? Imagined experiences based on knowledge of journeys develop both critical and creative thinking as students make written and visual records. Moral issues and philosophical issues are explored and contemplated in an age appropriate way.

**Ethical Behaviour**

The geographical perspective provided as new lands and cultures are revealed to the students and supports them to both examine the world they live in more critically and to see it through another’s eyes. An ethical viewpoint is developed as a sense of wonder and respect for human capacity grows within the students. Such a feeling of awe and reverence for another human being arises when they encounter individuals who show inspiring qualities and great human endeavour, an experience which can be internalised as their own future potential. Developing and understanding the interdependent relationship between human beings and their environment also helps to strengthen respect for the environment. Such viewpoint develops as students examine, consider and discuss dilemmas and challenges faced by both the early explorers and indigenous societies.

**Personal and Social Competence**

Personal and social competence develops in students when, as part of the class community, they take responsibility for their contributions to the daily class discussions. The listening to others’ work and sharing of one’s own work is part of this practice where students learn both to express themselves to the class and be impressed by others in the class. Group work on a practical level requires extraordinary levels of cooperation and for individuals to share and hold a picture of the whole; for example the whole class making a world map with each student undertaking to take responsibility for one grid. Geography brings a sense of social responsibility, which is nurtured when consideration of the other’s perspective is considered. Over time the sense that one can engage in and contribute to the world society will blossom.

**Intercultural Understanding**

Connection and respect for other cultures is cultivated by engaging in biographical studies and learning of different cultures and times. Geography in unit 7.1 involves students in depth exploration of indigenous mythology, spirituality, hierarchy, ritual and festivals. Students additionally have the opportunity to examine the culture and social framework of an indigenous group by recreating shelter, diet, clothing and tools and weapons. Striving to work imaginatively to sense the perceptions of another culture also supports intercultural understanding.

**Cross-Curricular Priorities**

**Histories and cultures of Aboriginal and Torres Strait Island peoples**

Content selection for Geography allows insight into dwelling making, use of fire as well as diet and food manufacture in indigenous culture. It considers Aboriginal and Torres Strait Islander cultures, connection to landscape and movement through landscape through mythology and dreaming stories.

**Asia and Australia’s engagement with Asia**

In topic 7.2 students encounter the geographic features of the Middle Eastern region, Africa and Southern Asia through the movement of the Crusaders, early explorers and navigators. Tribal societies of Asian regions with their religious, cultural and social traditions is included in project work and attention given to the physical link between Asia and Australia.
Sustainability

Students have the opportunity to consider how the key components of diverse landscapes impact on indigenous use of those components so that they are used in a sustainable manner. For example how the Australian Aboriginal communities used waterholes as they moved over the land or how the location of oasis determined the travelling and settlement patterns of tribal societies in Western Asia.

Links to Other Learning Areas

The Geography curriculum for year 7 links strongly to other learning areas of history (Voyages of Discovery). It links to English both through creative and imaginative writing, mathematics and geometry through mapping and the construction of the compass rose and to art and art history through illustration and studies of tribal societies.

References:

(Fynn) Sydney George Hopkins, 1974. Mr God, This is Anna. William Collins and Sons Ltd.
Gesamtkonzeption. Verlag Freies Geistesleben, Stuttgart.
Evette Sunset, Mt Barker Waldorf School
GEOGRAPHY
Core Curriculum Topics
Stage 3: YEAR 8

Contents:

Developmental profile

Topics

8.1 Geography  The Earth: Origins, Processes and Landforms
8.2 Geography  Geographical Regions: Cultural Contrasts
8.3 Geography /8.5Science  Gardening/ Horticulture

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Perspectives
Links to other Learning Areas
YEAR 8: DEVELOPMENTAL PROFILE OF THE 14 YEAR OLD STUDENT

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In Class 8, the students reach 14 years of age, a transition from childhood to adolescence. They are often awkward in their own bodies and have sometimes lost the gracefulness of childhood. The bodily and psychological changes of adolescence are well under way. Acne, ‘gangliness’, clumsiness and a new vulnerable awareness of their feeling and thought life are some of the ways we could characterise the adolescent. Growth in height and sexual development is established and noticeable in the boys’ breaking voices and the onset of menstruation in the girls.

The 14 year old has a more robust constitution which is accompanied by a deepening relationship to the earth as the realm of human activity. As the class teacher period draws to a close an overview of the Earth also comes to completion enlightening the students, in an introductory manner, of the human condition on Earth. Their sense of interconnectedness is strengthened and the students are able to more deeply consider interactions we humans have with the world. At a time when their bodies are undergoing significant transformation it is important they explore the way humankind has been shaped by the landscape and at the same time has transformed the natural world.

SOCIO-EMOTIONAL DEVELOPMENT

An independent life of feeling emerges at this age and is often accompanied by emotional turbulence but the changing tides of emotions form part of the developmental pathway. Gender differences become apparent: girls are able to express and share their feelings in small cohesive groups, while the boys tend to be brash, sullen and ‘emotionally illiterate’ by comparison.

In studying the cultural life of diverse world communities and nations students are encouraged to look outwards at initiatives undertaken and challenges faced as humankind transforms their environment for human settlement. This supports students to gain greater insight and perspective into their own uncertainties, capacities and aspirations yet also into the real world that they are longing to embrace. With the deepening awareness of the world the individual is supported in its emergence.

COGNITIVE MATURATION

As the critical faculties of students sharpen the world of ideas acquires new meaning and rules come under scrutiny. Students like reasoning and are reasonable. Their descriptive, observational ability is advanced and phenomena can be described that are increasingly complex. Abstract causality can begin to be appreciated.

The 14 year old seeks a world wide perspective as they strive to understand the world in which they live. Their thinking is more dynamic and individual powers of perception and judgment are developing. Working with cause and effect, much of the surface natural landscape of the Earth can be appreciated and it is important that students are challenged to examine basic evidence to explain such diverse features. Students can now also begin to appreciate and use alternate ways to research and present data. Students are given increasing opportunity and responsibility to work individually.

MORAL CAPACITY

It is an age where students are struggling with distinguishing their own moral stance to issues of the world. The struggle takes place in the competition between the ideals they have been given by their previous education (family and school), the demands of their changing biology and their need to find ownership of their own stance in life.

Students of this age need a positive and engaging experience of the world and of human endeavour and initiative. Contemplation of the unfolding of human cultural diversity and the relationship between landscape and human activity develops a strong appreciation of, and empathy with, such qualities. Examination of diverse human communities in current times supports student to relate to their own community and engender interest in and enthusiasm for, the other. The importance of community and its organisational structures, supports the student of this age to recognise the meaningful role an individual can take in it.
GEOGRAPHY 8.1 The Earth: Origins, Processes And Landforms

The Central Experience of the Content

The class 8 student, as a 14 year old, is entering the experience of adolescence. It is a new experience, one in which the security of childhood fades and one in which change brings with it unfamiliar territory in the life of feelings.

Such a developmental stage calls up a need for the class 8 student to explore themselves in a new world. Capacities of reflection and introspection accompany a growing preoccupation with the material world. Having ‘discovered’ all the world’s continents in year 7, the child of 14 years now has the mental awareness to encompass the physical world in some detail. Individual powers of perception, reason, interpretation and judgement are developing. Cause and effect, metamorphosis, polarisation and intensification in geographic phenomenon can be presented and explored. (Edited by T. Richter and M. Rawson p. 152 ‘The Educational Tasks and Content of the Steiner Waldorf Curriculum’ 2001 edition)

Future Capacities

Knowledge of natural processes that shape the Earth bring with it a deepening understanding of their home and support students to develop confidence in today’s world, their capacity to interpret it and therefore form ideas about their purpose in it. Knowledge of the gifts of the Earth gained before this year will now focus on how they influence settlement, economy and culture.

Content Description

Geography 8.1 The Earth: Origins, Processes And Landforms

Students will:

1. Be introduced to the formation of the continental masses and compare the distinctive physical characteristics and landforms such as rivers, lakes, oases, plains/steppes and mountains.
2. Examine the origins of the seas and land masses and, through a basic understanding of the inner nature of the Earth and geomorphic processes, examine the formation of a coned and vented volcanic eruption and the conditions that cause an earthquake, using a specific example.
3. Identify and understand the basic formation of specific physical features such as oasis, folding and faulting of mountains, deltas, volcanoes, river valleys, artesian basins and the challenges such features present to the people living there. Eg flooding, volcanic eruption.
4. Examine the journey of the river, its relationship to landform and the way it links places, people and environments. Consider the way the river is perceived and valued differently along its course according to the way it is used.
5. Be supported to develop geographically significant questions to examine phenomenon such as variations in climate and weather and the water cycle, and the influence of such patterns on the availability of water eg orographic rainfall on Australia’s east coast and rain shadow west of the Great Dividing Range.
6. Develop atlas use and understanding to include interpretation and creation of simple spatial representations to record (eg. origin of members in the class), begin to analyse data and information through examination and comparison of distribution patterns shown in satellite images, (eg distribution of forests) simple choropleth (eg. temperature and rainfall, height above and below SL) or dot maps (population). Develop individual primary source materials using digital photography as evidence for fieldwork for class presentation.
7. Use geographic concepts such as location, scale (global, regional, local), and cross sections and field sketches to explore broadly and comparatively different environmental regions such as deserts, Equatorial regions, polar landscapes considering geographic characteristics such as climate, vegetation, landform, water availability. Consider and learn of the way in which such environments influence the extent and quality of life in settlements and their well-being.
8. Locate and remember countries and key physical features on a map.
9. Become familiar with and use an expanded geographic vocabulary, terminology and skills eg...
field sketches, simple annotated illustrations.

10. Search for and assess for suitability different resources for independent project work and present work to the class using geographic skills and a choice of presentation approaches
11. Attend camp/s in various landscapes where social/cultural connections to the landscape are deepened and where practical enquiry skills and field observation are developed.

Geography 8.2 Geographical Regions: Cultural Contrasts

The Central Experience of the Content

As their newly acquired consciousness of the world expands the 14 year old students explore the character and culture of other people in various parts of the globe, especially the exploration of the polarity between the eastern and western world. Such a study fosters their natural interest in the way many different cultures of the world interrelate.

Future Capacities

Such investigation of the difference in the soul/psychological life of others supports the students developing understanding of their own relationship with their surroundings. It therefore provides a firm foundation for students entering adolescence to experience their own individuality and personal inner life struggle. It also offers students an opportunity to, out of themselves, rediscover wonder, reverence and gratitude. ('Waldorf Schools - Upper Grades and High School’ Volume 2, Edited by Ruth Pusch 1993, from lecture given by Betty Staley, June 1978)

Content Description

Geography 8.2 Geographical Regions: Cultural Contrasts

Students will learn to:

1. Investigate and compare the shared geologic characteristics and landscapes of specific regions of the eastern and western worlds eg archipelagos/islands of Japan or Indonesia with New Zealand or the British Isles.
2. Examine the physical / geologic landscape and major resources available in terms of water availability, land use, mineral resources, industry and settlement patterns; consider the varied values placed on water and other resources eg mineral, forests.
3. Examine colonisation/ occupation: Propose explanations for their spatial distribution: eg the way features and resources such as water, fertile soil, mineral wealth and hospitable environment have impacted on the distribution of settlement/agriculture/industry and how such resources have been made available for use eg. forest clearing, damming water, terracing land.
4. Choosing a specific country in Asia explore the economic, cultural, spiritual and aesthetic value of water for people. Explore cultures, religions, political and social institutions and settlement of a specific country in Asia and how location/physical landscape, water resources, climate and vegetation have influenced this. Compare with other regions.
5. Examine changes that have taken place in a region’s development, (comparing Australia Europe) e.g. urbanisation and what influences change, its consequences such as improvement in accessibility to services and facilities including consideration of provision of education, health, employment and improved living conditions and safety for different age groups (liveability).
6. Explore the causes, impacts and responses to a natural (geomorphic) hazards eg flooding, erosion, volcanic eruption, earthquake, drought, as well as possible responses.

7. Identify and develop geographically significant questions around a geographical challenge e.g. mountain barriers, land drainage, terracing, construction of large scale dams, construction of transport routes. Plan research to examine the challenges they present to the people living there and alternate strategies to them. Collect, select and record data and information, from a variety of sources including media and spatial technologies using ethical protocols, and evaluate both primary and secondary sources for reliability and usefulness.

8. Contribute to explanations and conclusions about the geographic challenge, communicating findings, proposing socially, economically and environmentally appropriate responses, and predicting outcomes.

9. Develop and practise cartographic skills using mapping conventions to represent key geographic characteristics and spatial distributions.

10. Examine, construct and begin simple analysis and interpretation of climate graphs, cross sections, contour map models, annotated illustrations, column graphs, use topographic, political, simple distribution and choropleth maps and other visual data including digital/spatial technologies. Draw conclusions using geographical concepts for the spatial distribution of features based on simple analysis of data eg where does land need to be terraced for agriculture, why is a dam located where it is, how has climate influenced diet.

11. Present project to the class with ideas communicated in a variety of ways and hold shared discussion to enable reflection on challenges facing different regions/countries of the world. Consider impact on people, the economy and the environment, solutions and possible alternatives.

Geography Class 8 Practical Lessons 1

Geography 8.3 / Science 8.5 Gardening / Horticulture

“Although it may seem absurd it must be stated that a person who has not learned to distinguish an ear of rye from an ear of wheat is no complete human being. … The children themselves should be taken out and wherever possible, be brought to understand the plant world in its actual connection with the earth, with the rays of the sun, with life itself. Through this we can find the transition in a quite naive way to something else which is very important.” R. Steiner, Dornach, 1921/22 Lectures to Teachers

The Central Experience of the Content

By working with the soil, preparing it for seeds propagated within the seasonal and moon cycles, the students experience one of the most fundamental sides of sustainable existence – the growing of food and what is required to do it well.

Future Capacities

This experience of the preparing of the soil, manuring it, propagating seeds, planting them out is of utmost value in the building of a relationship to self and earth which is so fundamental for the future of our life on this planet. Meaningful activity strengthens the limbs, and develops moral/ emotional qualities such as endurance, thankfulness, wonder and responsibility.

Content Description

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The Gardening lessons are a necessary complement to the main lessons giving a practical experience of plants and animals from Classes 6-10 in a formal way.
Achievement standard: Year 8 Geography

By the end of Year 8 students can:

1. Understand and simply explain the inner nature of the Earth, the formation of the oceans and continental masses, the major surface features and their formation by the building inner forces and sculpting climatic outer forces, and the distribution patterns of such features e.g., Mountain Chains, volcanoes, major river valleys, polar lands.

2. Identify specific physical features and begin to explain their formation and context within an environment using simple descriptions and beautiful illustrations e.g., the Himalaya, an oasis, different stages of a river valley, a delta.

3. Recognise the unique qualities of a range of environments and locations and begin to propose explanations for their spatial distribution over the surface of the earth, their similarities and differences. Make written descriptions highlighting the spatial relationship environments and locations have with other environments and locations e.g., high mountains and dark, steep-sided valleys, hot, wet Equatorial regions and lush rainforests, volcanoes and plate boundaries.

4. Give consideration to the way a place is perceived and valued, through the different ways it is used: e.g., wilderness value ecological significance; socio-cultural context, economic function, residential suitability; industrial or agricultural significance.

5. Work individually and in groups to complete and present a project that examines interconnections between people, places and environments and changes that have resulted, by comparing regions in the world with shared characteristics e.g., Japan or Indonesia with New Zealand or the British Isles.

6. Plan a project in cooperation with the teacher with a growing capacity to formulate their own topics, identify geographically significant questions to be explored, and find primary (e.g., Marco Polo’s diaries with specific reference to topography, altitude, cultural diversity as encountered by travellers at the time) and secondary (texts from library and home) sources by identifying appropriate reference material.

7. Explore the challenge of a geographical phenomenon, its causes and effects for people and the environment e.g., clearing of land / deforestation – due to bushfires or human activity for farming – erosion of topsoil - loss of productivity - sedimentation of rivers. OR flooding of a river.

8. Work in groups, to suggest ways to respond to such an event, considering possible people, the economy and the environment. Consider and compare different strategies for short term and long term responses, and for individuals, local communities or regions.

9. Work more extensively with mapping skills to represent data, identify location and distribution, and to more broadly use the atlas as a source of graphic and spatial information e.g., location of major cities, heights of the land (relief), political maps, contour maps, simple rainfall maps and graphs.

10. Present their work in a variety of ways (poster, illustrations, diary form, models, oral presentation etc) of their choosing to individually express their engagement, interest in the topic.

11. Create a primary source through undertaking and presenting fieldwork observations e.g., of weather patterns using geographic techniques and conventions to record their data, OR of temperature decline with altitude and aspect on mountain slopes. Propose simple questions and explanations of their observations and present written and oral explanations and conclusions for the spatial patterns they have seen and recorded.

12. Attend camp/s in various landscapes where social/cultural connections to the landscape are deepened and where practical enquiry skills and field observation are developed e.g., observation of fossil and rock evidence to highlight stratification, igneous, granitic, basaltic, sedimentary, metamorphic and conglomerate rock formation.
General Capabilities: Year 8 Geography

Literacy

Students continue to develop skills in listening, reading and research and to employ a range of communication methods. A new vocabulary, which is sometimes topic exclusive, is learnt and practiced both orally in the classroom and in written form to describe processes and features, eg plate tectonics, ancient landmasses of Pangaea, Laurasia, Gondwana, oasis, delta. This supports students to develop confidence in using appropriate geographical language in oral and written descriptions. In this year students are also introduced to the interpretation and use of visual representation of data to identify key features and concepts eg weather, contour, choropleth maps and simple annotation and flow diagrams. Students make and record accurate observations of cloud formations and create a book of written reports, visual representations and research.

Numeracy

Work with an atlas in year 8 provides ample opportunity for the development of numeracy skills. Scale is used to measure curved distance along roads, rivers and coastlines. Cross sections are created from more complex contour maps. Mathematical representations shown on maps, other than relief, are also examined eg distribution patterns – linear, random, concentrated - of settlement patterns in rural and urban centres. Time zones are explored and comparative tables using quantification are created where appropriate.

Competence in Information and Communication Technology

The representation of symbols on more complex maps and examination of maps, often digital, which highlight ocean depths and mountain peaks begin the understanding of technology capable of measuring earth’s features. Students may begin to examine satellite images to make general studies of landform, farming areas to more clearly identify spatial patterns.

Critical and Creative Thinking

In class 8 the rich imagery provided in narratives given by the teacher foster in the students both critical and creative thinking. The ability to imagine a landscape, both natural and human, and to find the relationship between features eg a river system and location of settlement supports students to understand phenomena and to build a picture of the underlying causative principles. Students gain confidence in using more than one map eg contour and vegetation, and imagining the landscape from several viewpoints. Oral and written descriptions such as those of cloud formations or the water cycle, reflect a more objective perspective and use and understanding of topic specific language. Oral and visual presentations challenge the students to refine their thinking to provide clarity. Comparisons of environments that share common characteristics also call for more critical considerations eg a comparison of the islands of Japan with the British Isles or New Zealand.

Ethical Behaviour

A study of the cultural aspects of a region or nation fosters in the students an experience of the diversity in the capacity, relationship and initiative of the community of mankind. In particular students become aware of the interrelationship between people and their environment. By examining the diverse ways communities use their environments students can consider and reflect on differences. For example a study of the Australian indigenous peoples’ connection with the land highlights a social structure not based on the development of resources and settlement but rather on living in spiritual communion with the land. Exchange of resources in barter can also be examined and compared with transportation of goods out of a region in trade. An ethical stance can begin to develop out of such consideration and reflection.

Personal and Social Competence

As students of this age seek to find a more individual relationship to their understanding of the world topics selected out of personal interest foster self-motivation and support students to take responsibility for themselves. At the same time social relationships are very important to the 14 year old. Projects,
whether individual or group, always carry a social aspect. Students inspire and enthuse each other as they involve themselves in research of the topic. Sharing their finished work provides an opportunity for greater satisfaction and both encourages and builds personal and social competence as they begin to recognise the ways that they can contribute. Individual and group project work can also override the lethargy that can begins to creep in at this age.

Intercultural Understanding

Topic 8.2 fosters intercultural understanding in various ways. It is certainly fostered when students examine the geographic characteristics of a region and the development of culture that grows out of the relationship between landscape and people. Individual work is then presented so the class receives an overview of world culture and its diverse forms. It is enlightening for students to come to know of where different food, fibres and products originate and under what conditions. A deepening of intercultural understanding is awakened as children explore and create traditional clothing, prepare traditional foods, and explore the intercultural exchange that takes place through trade, communications and the movement of people.

Cross Curriculum Priorities

Histories and cultures of Aboriginal and Torres Strait Island peoples

Topic 8.1 examines the origin of the Ancient landmasses. As the oldest living culture in the world Australian indigenous societies in this environment are studied. Under topic 8.2 examination is made of their connection to sacred spaces, and their custodial relationship to the land.

Asia and Australia’s engagement with Asia

Studies of parts of Asia as a comparison to regions with similar geographic characteristics are undertaken in topic 8.2. There is also some opportunity for teachers or students to choose one of the Asian countries to further explore their importance in the region eg trade.

Sustainability

Topics 8.1 and 8.2 explore the influence of landscape on cultural development. This encourages the students to become aware of the availability of resources and environments that support life and healthy life conditions, and therefore sustainability.

Links to Other Learning Areas

The geography studies of topic 8.1 are especially integrated with science through study of the continental masses, the inner nature of the Earth, climate and the water cycle. It is linked also to history eg the Renaissance and the expansion of the known world with its influence on culture, diet, clothing, Topic 8.2 links also to the industrial revolution and its influence on settlement and development throughout the world. The links to Numeracy and Literacy have been outlined above.
STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

GEOGRAPHY HIGH SCHOOL
Core Curriculum Topics

Stage 4: Years 9-10

RECOGNISED BY ACARA NOVEMBER 2014
Revisions included in this document:

24 Sept 2014  Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines

24 Sept 2014  Geography Changes made as result of discussions with ACARA November 2013 & Sept 2104

The extended version of this curriculum was Recognised by ACARA in November 2014
This CORE document excludes Content Elaborations as requested by ACARA.
# GEOGRAPHY

## Core Curriculum Topics

### Stage 4: Years 9-10

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## Each Year Document contains:
- Development Profile
- Topics
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GEOGRAPHY
Core Curriculum Topics
Stage 4: YEAR 9

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Geography 9.1/Science 9.6 The Forces that Shape the Earth
Geography 9.2 Ecosystems and Human Culture
Geography 9.3/Science 9.7 Gardening / Horticulture

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Perspectives
Links to other Learning Areas
YEAR 9: DEVELOPMENTAL PROFILE OF THE 15 YEAR OLD STUDENT

<table>
<thead>
<tr>
<th>DEVELOPMENTAL STAGE</th>
<th>CURRICULUM APPROACH</th>
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</thead>
<tbody>
<tr>
<td><strong>PHYSICAL GROWTH</strong></td>
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<tr>
<td>In Class 9 the students are turning 15. Their powers of intellect are growing and their physical bodies are generally becoming stronger and heavier. The growth spurt in the limbs begins to be balanced out by the rest of the body, and the physique begins to appear less ungainly and more graceful. Boys begin to feel the strength of their muscles, and there is a need for activity and physical exertion. The menstrual cycle is well established for most girls.</td>
<td>As the powers of the intellect are sharpening and becoming more active it is often the strengthening and changing physical body that dominates the activity and will of the 15 year old student. It is important therefore to include activities for experiential learning and active participation. Meaningful practical experiences will satisfy their interest in the affairs of the outer world, while holding their enthusiasm and attention. Of greatest importance is active engagement in the natural environment. The outdoor education/camping programme provides a perfect opportunity for this and can go hand in hand with the geography curriculum.</td>
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| **SOCIO-EMOTIONAL DEVELOPMENT** |                      |
| Generally the girls are freer in their social, verbal expression whereas the boys tend to be growing in physical strength and they are still less elegant socially. In fact they can be quite coarse at times as well as being more reserved in conversation than the girls. The students can express harsh judgements of sympathy and antipathy, especially towards parents, authorities, routines and rules. It is important that they are supported in achieving this goal while also being helped to nurture their newly born sense of identity and personal freedom. | Students of this age are naturally quite self centred and seemingly almost exclusively interested in their immediate social group. Emotions of sympathy and antipathy can be quite volatile and directed against authority figures. Such emotions can be met with vivid, imaginative pictures of the powerful and dynamic teleological forces that challenge them to understand the processes that have shaped the earth and determined its current structure. At the same time, the unsettled expression of a search for autonomy in their feeling life also seeks balance and harmony. A growing interest in the affairs of the outer world can help nurture students at this time as they begin an exploration of ideals worthy of their attention. Examining the polarities of natural environments and human use, development and conservation strategies of such environments, also summons them to think more deeply about the world and therefore beyond themselves. |

| **COGNITIVE MATURATION** |                      |
| Their powers of intellect are growing and more can be asked of their power of judgement, although it is best still that they are asked to use their discernment in the field of practical judgement e.g. How things that are overseeable work. There is a move from judgement based on feeling to judgement based on observation and understanding. The students demonstrate a growing ability to analytical processes to discover the underlying principles behind phenomena. | At a time when life seems insecure and unstable it is important that students are supported in finding a way to orientate themselves. This requires them to step back from the emotional turmoil and find balance between raw, self-centred enthusiasm and the ideals they aspire to. Students therefore need topics to enkindle their enthusiasm and passion yet at the same time enable them to acquire knowledge about contemporary events and phenomenon in clear objective and inspiring ways. Teaching methods examine polarities that are increasingly conceptual and support the 15 year old’s cognitive development by nurturing the transition into independent judgment. |
## YEAR 9: DEVELOPMENTAL PROFILE OF THE 15 YEAR OLD STUDENT

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Different abilities are becoming more pronounced between boys and girls. The 15 year old stands at the edge of a looming, precipitous stage of life, which has both the qualities of excitement and danger and also responsibility for oneself and for the world. Coupled with this is a new sense for the aesthetic. This last sense is one of those imponderable areas, which live in the unconscious life of the young person and can be tapped by the questions which touch the moral life but which are embedded in the practical understanding of the world. They become capable of making the transition from idea to ideal, from ideal to applied practice, and from discovery to creation.

Although unable to maintain consistency in their inner journey toward fairness and truth, students of this age never the less respond positively and with enthusiasm when presented with worthwhile ideals. Any study of human activity and social/cultural development provides an opportunity for students to be presented with examples of human potential and creative initiative. Teachers who display a warm passion for their subject and a fond interest in the views of the students will foster interest and involvement by the class and a healthy sharing of opinions and ideals.

“The capacity for forming judgments is blossoming at this time and should be directed toward world-interrelationships in every field. The world must become so all-engrossing to young people that they simply do not turn their attention away from it long enough to be constantly occupied with themselves. For, as everyone knows, as far as subjective feelings are concerned, pain only becomes greater the more we think about it.”

R. Steiner, Education for Adolescents, 1922.
Geography 9.1/Science 9.6  Geology: The Forces that Shape the Earth  (Main Lesson)

Rudolf Steiner: “….I should recommend you to go through the whole structure of the Alps: Northern limestone Alps, southern limestone Alps, with all the river valleys which form the boundaries, the mountain chains, the structure, then the landscapes of the country, something about its geological constitution from the maritime Alps right over to the Austrian Alps, through the whole of Switzerland. As you talk about the Alps you can introduce the fact that in the structure of the Earth there is really a kind of cross to which the external mountain formations point. Continue the Alps through the Pyrenees, even through the Carpathians, go over to the wooded mountains as far as the Altai, and in this way you have an extended east-west chain of mountains which, continuing subterraneously, encloses the earth like a ring, which is crossed perpendicularly by the Andes – Cordillera course which forms another ring. ….” 22/9/20P. 116 Stockmeyer.

In the 9th Class we begin by contemplating the forms of the world at rest and then we thoughtfully enter into the processes which created these forms. In the earlier years the children have experienced and understood the laws of the inorganic world. This provides a platform and a way of understanding causality with certainty. From this certainty the next step is to free oneself from the perceptibly causative and grasp in thought the dynamic, changing phenomena of the world. Hans-Ulrich Schmutz, 2001.

The Central Experience of the Content

This topic occupies itself with the processes that underlie the solid more rigid part of the world – the rocks and minerals which build the background for the dynamic, living layers of the earth. These solid, lifeless forms are the starting point for the study of the earth. The question of the origins and the passing away of the stones are followed, in the processes of mountain building, earthquakes and volcanism which are linked by the polarities of compression zones and expansion zones of the world. The topic forms the basis of a deeper understanding and appreciation of the enormous diversity of the earth’s surface, the realm of life.

Although Rudolf Steiner in the quote above makes reference to the European Alps and mountain structure, the Australian mountain features or those of our near neighbours may be equally or more appropriate for consideration.

Future Capacities

The discovery that this polarity is an essential part of the diverse forms of the Earth is a satisfying experience for the adolescent. It gives a way of putting the mineral world into a larger context and can present an endless area of interest for the growing person. The comprehension of geologic diversity supports awareness of the multiplicity of human environments with their complex environmental conditions and rich biodiversity.
Content Description

Geography 9.1/Science 9.6  Geology:  The Forces that Shape the Earth

Students learn to:

1. Study the forces that shape the Earth, acting both within and above the structural elements of the Earth's crust. Topics include stratigraphy, rock types, volcanism, glaciation, earthquakes, mountain building, mountain erosion, geological structures, the rock cycle, the cross structure of the alpine mountain ranges across the earth.

2. They produce a book that describes the class discussions, experiments, and drawings:

3. Demonstrate a reasonable knowledge of the course content;

4. Understand key concepts in both the area of Geology and Geomorphology;

5. Are able to draw and interpret plan geological maps and convert them to block and elevation diagrams; are able to identify selected rock types and know about their origin.

Content Description Specific to Geography:

1. Interpret the globe and topographical maps to observe the distribution patterns of mountain ranges on a global and continental scale.

2. Examine distribution of plate tectonics, convergent and divergent plates, hot spots and ocean trenches.

3. Explore and understand formation of diverse volcanic landforms and consider the different regions of the Earth with distinct geological landscapes eg the Cross structure of the Alpine mountain ranges, Iceland, The Great Rift Valley, Hawaii, the Deccan Plateau, the Tibetan Plateau, the Andes and others.

4. Observe, record and research geological structures and earth forming processes at fieldwork sites e.g sandstone, volcanic, sedimentary- those created by the erosive, weathering and depositional processes of wind and water.

5. Experience and identify different natural environments, geology, origins and processes (such as building up and wearing down) involved in their formation.

6. Plan and undertake research on the polarities of regional landforms (eg Australia and other regions), by examining variation and similarities eg location of mountain chains, river systems, water variability, availability of fertile soils, distribution of forests, desert regions etc.

7. Compare impact of varying environments on social cultural and economic conditions.

8. Use geographic mapping skills to plot observed and researched geographic characteristics and distribution patterns at a range of scales; evaluate varied forms of data including appropriate spatial and digital technologies eg formation of volcanic islands beneath the sea (hot spots)

9. Interpret topographical maps and convert them to cross sections and three dimensional forms.

10. Use vocabulary appropriate to volcanism and land surface processes.

11. Students experience a variety of landscape in the field and draw, keep journals, interpret landscape and measure their own strength against the landscape.

12. Attend camp/s to various landscapes where social/cultural connections to the landscape are deepened and where practical enquiry skills are developed.
Geography 9.2: Ecosystems And Human Culture

NB: It is important to note that topics 9.2 and 10.2 can be interchanged according to the developmental stage of the class of students and their particular interests.

“Our entire Earth is not the dead product that mineralogy or geology thinks it to be, but is a living being … The earth which is known only as a skeletal system, is a living organism. As a living organism it works upon the beings who walk around on it, including human beings. And just as the human being is differentiated within regarding the distribution of his bodily organs so the earth is also differentiated regarding what it develops out of its living nature, by which it influences the people who walk around on it …”

The Central Experience of the Content

The experience and understanding of the enormous diversity of the earth's surface characteristics (topic 9.1) is extended in this topic to observations and understandings of the influence of such characteristics on life and on culture. Students increasingly explore the people who inhabit a region, their relationship to the environment, the cultural overlay of human presence, and their relationship to flora and fauna. From physical environment to resource availability and development, climatic and agricultural variation, and population and settlement distribution, students begin to examine the physical, social and cultural evolution of the world including contemporary events and issues. With the expanding consciousness of the adolescent such a topic can be approached from the point of view of contrasts and polarities.

Future Capacities: At a time in their lives when their bodies are focused inwardly, to explore polarities and contrast engages adolescent interest and awakens thinking. As the configuration and nature of the landscape becomes appreciated students are more able to consider how humanity's development is intimately connected with the Earth. Young people begin to more deeply connect with the world community and to develop an understanding of the complexity of geographical relationships. Such material supports international understanding, multicultural concerns and environmental education.
Content Description

Geography 9.2  Eco systems and Human Culture

Students learn to:

1. Examine and understand the approach of Aboriginal, Torres Strait Islander and other indigenous people, to custodial responsibility and environmental management in regions of the Australian environment.

2. Understand and use concepts of ecosystem/biome, biodiversity and sustainability.

3. Examine the global distribution of ecosystems/biomes and the polarities between regions/countries of the Earth and particularly the Asian – Pacific region.

4. Research a variety of ecosystems/biomes and understand their characteristics as unique regions with distinctive climates, soils, vegetation and productivity. Compare characteristics of different ecosystems/biomes e.g. rift valleys, alpine and glaciated regions, tropics, steppes, earthquake zones and volcanic islands. Examine their ability to support settlement.

5. Understand the continued influence of climatic forces and processes on the landscape and how it has influenced biodiversity.

6. Examine the perceptions people have of place and how this and the human economic activity, settlement and social/cultural development has resulted in change to the ecosystem and how such environmental changes may threaten sustainability of a healthy ecosystem. Consider as comparison, impact of urban settlement patterns and population density in USA and Australia. Explore strategies to preserve ecosystems.

7. Examine some of the challenges arising from human settlement and land use in Australia and either the West African or Asian region including high density coastal urban settlement (Australia).

8. Develop appreciation of the environmental, economic and technological factors including production, consumption, trade of goods and the movement of people, that influence change in the social, economic and cultural life in a range of countries including the Asia – Pacific region

9. Create an individual or class book that describes and records the class discussions research and drawings.

10. Develop skills of social inquiry including planning and organizing research. Explore the impact of human activity on ecosystems/biomes through development of geographically significant questions to examine imbalances due to human activity eg loss of biodiversity, drainage of wetlands using spatial concepts and skills.

11. Develop an individual geographical research question into current ecological issues, plan an inquiry, select and record data and information from primary and secondary sources, and evaluate sources for usefulness and reliability of multivariable data to examine debate over environmental and social impact e.g. deforestation. Use ethical protocols in research e.g. invite an Aboriginal elder to speak.

12. Represent data in e.g. field sketches, tables/charts, annotated diagrams and photographs and maps of spatial distributions. Interpret and analyse data, apply geographical concepts to propose explanations and draw conclusions, evaluating and presenting findings, proposing action in response to a challenge and predicted outcomes/consequences e.g. loss of habitat for polar bears, orang-utans.

13. Demonstrate a reasonable knowledge of the course content and independent working habits


15. Use geographic mapping skills such as use of legends, contours, scale, simple annotation and field sketching
**Geography 9.3 / Science 9.7 Gardening / Horticulture**

**The Central Experience of the Content**
With a focus on working with shrubs and vines, the students will use knowledge gained from observation and practice to design, create, manipulate conditions purposefully so as to discover and express their self in harmony with the environment.

**Future Capacities**
This work builds environmental awareness and awareness of inner resources.

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**Content Description**

<table>
<thead>
<tr>
<th>Geography 9.3</th>
<th>Gardening / Horticulture (Garden lessons)</th>
<th>Science 9.7</th>
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<tbody>
<tr>
<td>Students will have an emphasis on working with shrubs and vines; They will:</td>
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<tr>
<td>1. take responsibility for their own 2 x 2 m plot for two terms of the year;</td>
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<tr>
<td>2. test the validity of garden practices;</td>
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<tr>
<td>3. make oil infusions (Autumn &amp; Summer terms);</td>
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<tr>
<td>4. research own herb; give a talk;</td>
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<td></td>
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<tr>
<td>5. make herbal preparations; make biodynamic preparations;</td>
<td></td>
<td></td>
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<tr>
<td>6. propagate: hardwood cuttings; make hormone rooting tea; prune, propagate and harvest berries and vines;</td>
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<tr>
<td>7. work on landscaping and study the needs of human/plant/animal etc.; styles &amp; functions; draw &amp; work from a plan. (Winter terms)</td>
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</tbody>
</table>
Achievement Standards: Year 9 Geography

By the end of Year 9 students can:

1. Explain how natural geographical processes change the characteristics of places eg from historic perspective with large scale plate tectonics, the rock cycle, to regional scale volcanic eruptions, to local scale flooding, erosion and deposition. They increasingly are able to make predictions of the changes that will occur as a result of such activity.

2. Propose explanations for the distribution and patterns over time and across space and describe associations between distribution patterns over the Earth of geographic phenomena and events eg the Pacific Ring of Fire, the ‘mountain cross’, the Great Rift Valley, mid ocean ridges and chasms.

3. Develop understanding of ecosystems/biomes, can identify their unique features and characteristics and can determine the natural locational and climatic conditions which have contributed to their characteristics.

4. Develop an appreciation of how different cultures view the landscape and its features and the impact such perspectives have on development of 'resources'. They will increasingly be able to understand sustainable use of earth's resources and current approaches that focus on renewable resource use.

5. With guidance from their teacher use initial understandings and research to identify geographically significant questions and topics to frame an inquiry and place it within the context of the planning and further research of an independent or group project.

6. Collect and evaluate a range of primary and secondary sources and geographic data and information to answer inquiry questions and research topics planned for independent or group project work.

7. Can present findings and explanations using a variety of sources and graphic forms including purpose specific maps that comply with cartographic conventions, cross sections, simple vegetation transects, pie charts, graphs and tables to represent a variety of data.

8. Can make clear interpretations of appropriate visual data to propose explanations for patterns, trends, relationships and simple anomalies and to use the data to draw reasoned conclusions or suggest possible outcomes.

9. Recognise a geographical challenge that is affecting an ecosystem or region and after examining responses put in place, propose possible courses of action to support the environment and people. Students will be able to verbally or in written form weigh up and justify why their proposal could be effective.

10. Demonstrate knowledge of the course content and independent working habits to create an individual book that artistically records and describes and illustrates class discussions and research.
General Capabilities: Year 9 Geography

Literacy
As in year 7 and 8 geographic literacy is developed in Geography 9.1 and 2.2. Vocabulary is extended, refined and integrated in written, diagrammatic and oral descriptions. Terminology significant to ecology, ecosystem and sustainability are introduced and students are more able to make annotated diagrams to illustrate processes such as erosion, transportation, deposition, sedimentation etc. Skills are also extended in the interpretation and simple analysis of visual data to include population profiles, climate graphs and flow diagrams so students can more ably express how the characteristics revealed in such data impact on a particular region or culture.

Numeracy
In Year 9 there is ample scope for numeracy to be enriched and furthered. In Geography 9.1 and 9.2 more complex scale and cross section exercises are worked with including the use of specific data such as relief, vegetation, temperature and rainfall maps, to make written, quantified descriptions. Global and local distribution maps and pie charts enable students to more confidently use visual data to gain information and evidence and to clearly identify difference in patterns of distribution.

Competence in Information and Communication Technology
Confidence developed in earlier areas of the curriculum and in ICT classes now enables students to integrate this discipline into the geography curriculum. Students can use ICT for research and to acquire visual data such as downloading images to highlight specific geographic characteristics. Students can examine forms of measurement of processes and features, and the significance of the recording of data globally via ICT eg earth movement for earthquake and tsunami warnings, weather satellites, satellite imaging for deforestation, receding ice caps and glaciers, regions affected by drought.

Critical and Creative Thinking
In Year 9 the development of critical and creative thinking is extended when students more critically interpret and analyse landform and its origins. Students are developing a fuller understanding of the formative dynamics of the Earth and gain competence and discernment in being able to visualise long term geological and geographic processes while looking at maps, photos and cross sections. Contrasts and polarities used can engage the student’s thinking around change in the landscape and challenge them to make logical, causal deductions based on observation and understanding. At 15 years students are more able to integrate this information when out in the field.

Ethical Behaviour
An ethical stance in relation to the environment is developed in year 9 during examination of different ecosystems when the issue of sustainability is explored and discussed. Clear identification of the impact of human activity on the natural environment in meeting human needs, helps students to recognise both the predicted and unforeseen large scale chain reaction that can result. This supports a new development in the student's thinking and provides an opportunity for students to examine divergent ways of working with the Earth's resources. It calls on them to consider and evaluate different points of view and conflicts arising. Students also form judgements about their personal use of resources and the changes they and their families could personally make. A basic introduction to Native Title and conservation of national parks helps students to consider changing attitudes and diversity in ethical viewpoint.
Personal and Social Competence

Students in year 9 experience the dynamic tension between a need for independence and individuality and support and guidance from the adult world around them. Topic 9.2 offers them the opportunity to engage consciously and responsibly with social and environmental issues. As topics expand in extent to cover the broader world community through the exploration of unique regional ecosystems students begin to orientate themselves more firmly in the world. They begin to be able to clearly identify key inquiry topics and strengthen their organisational capacity as they work individually or in groups.

Intercultural Understanding

The connection and respect for other cultures develops as students examine a variety of cultures in relation to the ecosystem in which they have developed. Life conditions are fully explored as are the interrelationships and interdependencies between people and their environment. Students examine Dreaming and mythological stories that explain surface features of the land before studying western scientific viewpoints. Challenges presented by the landscape and methods developed to overcome such challenges encourage students to both relate to and empathise with different cultures.

Cross Curriculum Priorities

Histories and cultures of Aboriginal and Torres Strait Island peoples

In topic 9.1 there are several opportunities to examine the geological history of Australia and key landscape features such as Uluru, Kata Juta etc. Dreaming Stories can accompany such a study and highlight the indigenous peoples’ spiritual connection to the land. In topic 9.2 the examination of the ecosystem and the use of fire by Aboriginal people deepens the students understanding of the interrelationship between people and the landscape.

Asia and Australia’s Engagement with Asia

Topic 9.1 and 9.2 strengthen the student’s awareness of the geographic features of Asia and of their location relationship with Australia. A study of the ecology, links to human activity and resource availability raise the student’s awareness of Asia and our trade links with them.

Sustainability

Topic 9.2 examines ecosystem and resource distribution and the way in which resources have been used to support development. It also examines how such development fosters community and national sustainability. Eg The Three Gorges Dam in China.

Links to Other Learning Areas

Geography continues to play a key role in integrating the other subjects. In science geology provides a foundation from which geographic topics can expand to focus on social and environmental aspects. Areas such as art, English, literature, and history all provide opportunity for integration with geography.
References:

Mt Barker Waldorf School Curriculum Document –

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The Origin of the Continents and the Oceans

The Map That changed the World:
William Smith and the Birth of Modern Geology
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GEOGRAPHY
Core Curriculum Topics
Stage 4: YEAR 10

Contents:

Developmental profile

Topics Geography

Geography 10.1 /Science 10.6  The Earth in Movement
Geography 10.2                   The Human Community
Geography 10.3/Science 10.7     Gardening / Horticulture

Each Learning Area is organised into Topics. These are content areas which can be taught as one or more integrated thematic morning blocks (Main Lessons) over 3-4 weeks, with connected review and practice lessons developing the content throughout the year. While it is necessary for the Content Descriptions to be covered, teachers are able to use their professional judgment concerning the needs of their Year: content can be recombined or reallocated into Main Lessons and practice lessons over the year.

Achievement Standards
General Capabilities
Cross Curriculum Perspectives
Links to other Learning Areas

* The Technology Lessons need to be taught in relation to the topics of Class 10, which leaves many possibilities open. What has been described should not be thought of as prescriptive.
“In no other class than the 10th is geology so strongly represented. History takes its reference from the geographic basis. The old cultures are brought in this way to the adolescent that the geographical-physical-landscape conditions of a region are brought into relationship the respective cultural impulse. In Chemistry, the earth solid substances like metals and salts are presented. A kind of chemical mineralogy is offered. The Mathematics lessons again are placed in relation to the earth when surveying is introduced. As the Geology curriculum in a narrower sense, the theme “Earth as Whole” or the “Earth in Movement” is given. The meaning and method of the Crystallography is described in chapter 4. ………

As already mentioned Steiner in his lecture on ‘Educational questions in the age of adolescence’, emphatically expresses that in the transition from Classes 9 – 10, a rugged transition has to be formed, so that the students don’t just gain information, they strive for knowledge. The adolescent soul requires in the transition from the 14th to the 16th year, exercises offered to develop the now more consciously experienced power of discernment. Judgements want to be activated by them, in that the dynamic thinking is activated and schooled in a more focussed way. Pure causal judgements in the inorganic world are determined by the things themselves. However, when it depends on recognising movement as such, the inner formative power of human thinking is challenged to a higher degree.”

**YEARS 10: DEVELOPMENTAL PROFILE OF THE 16 YEAR OLD STUDENT**

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<tbody>
<tr>
<td>PHYSICAL GROWTH</td>
<td>The Class 10 students are turning 16 yrs. They are in the height of adolescence in all its polarities, the best and the worst. Judgement can also be brought to bear on larger human questions such as the nature of the organs of the body in relation to the soul (psyche). The intellectual and emotional and physical life needs to be challenged to draw it out into the greatness of the wide world and away from the seemingly smallness of individual existence. The Geography curriculum provides a focus for understanding the relationship between human society and geographical circumstance. Topic 10.2 expands the 16 year old beyond self-focus to consideration of the whole world. Entering into service projects helps students to individually meet the community and supports them to become personally involved, fostering a responsible and self-determined response to the needs of others.</td>
</tr>
<tr>
<td>SOCIO-EMOTIONAL DEVELOPMENT</td>
<td>It is an age where the young people can become lost in their own problems and emotional life. They are also capable of great feats of compassion, endurance, intellectual and physical prowess. It can often be a time when relationships between the sexes occur and the inner freedom leads to exploration in many areas. Social relationships can be healthy or get lost in group activities. Self-esteem is very important to develop. With a gradual increase in emotional stability 16 year olds are more capable of reflecting deeply and begin to recognise and take responsibility for personal experiences and challenges. They can then recognise the challenges of others. Compassion, concern and interest in others is fostered in geography when the human condition is explored. Students are challenged to form objective perspectives when they encounter issues which evoke strong reactive responses. Self-determination is nurtured as they carry out independent inquiry and research, and as they explore ways they, and others, can contribute and bring about change.</td>
</tr>
<tr>
<td>COGNITIVE MATURATION</td>
<td>Students want to know how complex processes come about by studying their origins and basic principles. There is an increased emphasis on technical skill that encompasses design elements and the application of conceptual tools to practical situations. Students want to know how information relates to them personally and they want to be technologically proficient: they want to be able to apply what they have learned to respond to the practical needs around them. “Whatever the self describes, describes the self” (Boehme) With growing intellectual maturity, thinking must now be turned into original thinking. Sophisticated thought processes and inquiry arise when students work to integrate world phenomena. A study of the human journey provides opportunity for critical deliberation of conflicting viewpoints. Increased clarity of thought and capacities of judgment enable students to more objectively assess causal patterns of relationships between the human condition and specific phenomena.</td>
</tr>
<tr>
<td>MORAL CAPACITY</td>
<td>The students in Class 10 increasingly develop the capacity to take responsibility for their own work and behaviour, and are able to make and follow through choices based on their own insight. Where the 15 year olds make strong judgements largely based on emotional responses, the 16 year old students become able to form more balanced opinions and are able to justify them articulately. They are increasingly able to develop empathy, and respond to the practical needs of those around them. In geography 10.2 an aesthetic and a compassionate sensibility is fostered. Many opportunities arise for the student to form their own opinions around environmental, social and humanitarian issues, and to explain and justify them. They give thoughtful consideration to ethical matters and are called on to step into the shoes of the other and examine their reality. The students work independently on tasks and projects, which nourish their growing ability to self-direct their personal activity, sometimes leading to personal involvement in community projects.</td>
</tr>
</tbody>
</table>
**Geography 10.1/ Science 10.6**  
**The Earth in Movement (Main Lesson)**

“The adolescent soul requires in the transition from the 14th to the 16th year, exercises offered to develop the now more consciously experienced power of discernment. Judgements want to be activated by them, in that the dynamic thinking is activated and schooled in a more focussed way. Pure causal judgements in the inorganic world are determined by the things themselves. However, when it depends on recognising movement as such, the inner formative power of human thinking is challenged to a higher degree.” Hans-Ulrich Schmutz, 2001.

**The Central Experience of the Content**

The students have as a latent question: Is the Earth as a whole an organism or a dead inorganic form. The students can begin to answer this question in this block. We turn to the most varied movements of air, water, and the rock layers of the earth’s crust.

In the geography Main Lesson, as we turn to the most varied yet rhythmical movements of air, water, and the rock layers of the earth’s crust, the earth is explored as a living, dynamic and vital organism. Within the organism, as a result of such powerful and mysterious processes and events, diverse ecosystems and habitats are created. Such processes and environments both support, and challenge human activity and settlement.

**Future Capacities**

The young person has the opportunity with this topic to get closer to one of the great mysteries facing humanity - the changing weather and the different causes which influence it.

Young people today may be very aware of diverse opinions and arguments on topics such as climate change and its impact. This topic supports full understanding of cause and effect in natural phenomenon and supports the 15/16 year olds yearning to orientate themselves in the world, to penetrate what is visible to them, and to understand deeper human issues which arise as a result of such global phenomenon. This further supports the development of an ethical consciousness.

**Content Description**

**Geography 10.1/ Science 10.6**  
**The Earth in Movement (Main Lesson)**

Students will learn to:

1. Study the vertical and horizontal movements in the layers of the earth;
2. Study the currents in the waters and the atmosphere, from the lithosphere to the stratosphere;
3. Study the mantle currents of the earth to gain a deeper understanding of plate tectonics.
4. Draw, write, analyse, discuss, question and learn to interpret information about the atmosphere, oceans and the earth so that they can start to form informed opinions about the Earth and its climate.
5. Discuss continental drift, plate tectonics, moon and tide effects, sun and climate effects and expanding earth theory.

**Content Description Specific to Geography:**

6. Consider the Earth as a living entity (Gaia) and its relationship to the Sun.
7. Examine the Dreaming Stories and the Aboriginal and Torres Strait Islander world view and their relationship to nature.
8. Study specific spatial variations in weather and climate patterns such as cyclones, fronts, monsoons, the Greenhouse Effect, and Hadley, Ferrel and Polar Cells, Jet Streams and Trade wind systems.
<table>
<thead>
<tr>
<th>Content Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 10.1/ Science 10.6 The Earth in Movement (Main Lesson)</td>
</tr>
<tr>
<td>9. Be introduced to the 4 Spheres of Atmosphere, hydrosphere, lithosphere and biosphere. Explain how interactions between these 4 spheres in global processes impacts on Earth eg monsoons, cyclones, bushfires, droughts</td>
</tr>
<tr>
<td>10. Study water flow in ocean currents, the water cycle, ocean current oscillations, eg. El Nino/La Nina patterns, the Southern Oscillation and the impact of changing patterns on factors such as availability of fresh water and crop yields in Australia.</td>
</tr>
<tr>
<td>11. Research the impact of such patterns on the human condition and their management by mapping/recording the frequency of extreme events and impact on well-being on a global and regional scale.</td>
</tr>
<tr>
<td>12. Learn about and consider the contribution complex interactions between human and natural ecologies make to climate change, global warming and other environmental changes: and the alternative schools of thought regarding possible causes of and impacts of global warming and other environmental changes on people and the environment.</td>
</tr>
<tr>
<td>13. Research, examine and learn of the complex interactions between human and natural ecologies and explore the impact of human activity on air and ocean currents and cycles, and on the realm of life and develop geographically significant questions to examine management of imbalances in the ecology of a region due to human activity e.g. pollution, waste disposal, urbanisation, using spatial concepts and skills.</td>
</tr>
<tr>
<td>14. Develop understanding of the use of geographical spatial concepts such as movement, scale, region, and distribution; and geographic skills such as analysis of visual based evidence, audio interviews, flow charts and plotting of global scale data on a map using GIS systems.</td>
</tr>
<tr>
<td>15. Apply geographical concepts, including sustainability to an investigation of management responses to environmental issues at local, national and global scales. Eg coral bleaching in Australia, deforestation in SE Asia, desertification in Africa.</td>
</tr>
<tr>
<td>16. Develop an individual geographical research question into current environmental and social issues and phenomenon, plan an inquiry, select and record data and information from primary and secondary sources, and evaluate sources for usefulness and reliability of multivariable data to examine debate over environmental and social issues e.g. climate change / global warming debate, coral bleaching, over fishing.</td>
</tr>
<tr>
<td>17. Represent data in e.g. field sketches, tables/charts, annotated diagrams and photographs, population pyramids, and scatter graphs, maps and overlay maps of spatial distributions. Interpret data, propose explanations and draw conclusions, evaluating and presenting findings, proposing action in response to a challenge and predicted outcomes, alternate strategies and justify a response and consequences.</td>
</tr>
<tr>
<td>18. Use GIS to identify and analyse geographic data and to predict future patterns e.g. warming and cooling of ocean currents on west coast of South America and variations in ocean temperatures to predict El Nino / La Nina patterns and make comparisons with Australian weather patterns.</td>
</tr>
<tr>
<td>19. Attend camp/s to various landscapes where social/cultural connections to the landscape are deepened and where practical enquiry skills are developed.</td>
</tr>
</tbody>
</table>
Geography 10.2: The Human Community

“The whole of this living complex of processes, that begin with man’s relation to nature and continue through all that man has to do to transform nature’s products, down to the point where they are ready for consumption – these processes, and these alone for a healthy social organism, comprise its economic system.”

“Next comes the life of the public right – political life in the proper sense. This must be recognized as forming a second branch of the body social. To this branch belongs what one might term the true life of the State – taking “State” in the sense in which it was formerly applied to a community possessing common rights.”

“The third realm within the body social, which must be looked upon as coequal and independent from the other two, contains everything which belongs to the spiritual life. To put it more concisely … Everything which is the outcome of the natural gifts of each individual person and which needs must flow into the life of the body social as contribution of each individual’s aptitude – both spiritual and physical - helps to weave the fabric of this third spiritual-cultural realm.” Rudolf Steiner, from ‘Practical Advice to Teachers’.

“One of the principles in the Waldorf School is to educate young people so that, on the one hand, they can bring to the fore in the right way, the whole of their human potential, and on the other hand, what they need to enable them to take their proper place in the word.” Rudolf Steiner, ‘Modern Art of Education’ p. 46

“The teaching of Geography is one of the most important means of ensuring a sense of responsibility in later life towards the natural resources of the earth and their fair distribution for the benefit of mankind as a whole, rather than to the advantage of political or industrial power groups. There is hardly another sphere of study through which we can appeal so strongly, without the need to moralize, to the sense for “brotherhood” in economic matters, as the study of geography in early adolescence.” Frans Carlgren, “EDUCATION TOWARDS FREEDOM - Rudolf Steiner Education. A survey of the work of Waldorf Schools throughout the world”. Langthorne Press, East Grinstead, England. 1976 P. 11

The Central Experience of the Content
 Students of this age are developing the intellectual and emotional maturity that enables them to reflect deeply upon their own personal existence and the challenges they face. Simultaneously they are capable of considering, in an objective yet compassionate manner, the challenges faced by individuals, communities and nations in the wider world.
 This topic examines the responsibility the human community holds in supporting freedom in the cultural sphere, equality in sphere of rights and cooperation in the economic sphere. By traveling through both the physical and human environment students explore the resourcefulness of individuals and communities in the journey towards cooperative development so freedom can be attained. Such a study extends the study of the physical landscape undertaken in Geography 10.1 by examining the impact of both natural human condition of the Earth. It includes a study of management of such issues and development of strategies at an individual, national and global scale.

Future Capacities:
 Such a topic supports the young person to recognise how they can share in the responsibility of caring for the earth, its diverse ecosystems and for other human beings throughout the world. It enables the student to identify appropriate pathways which may inspire and empower them to become aware of the avenues of involvement in bringing about change, and to take responsibility for their personal activity. This supports the 15/16 year olds yearning to orientate themselves in the world and to understand deeper human issues. This further supports the development of an ethical consciousness.
Geography 10.2: The Human Community
Content Description

Students learn to:

1. Examine the human condition as we know it in our own community by considering what we need, value and are supported by and what creates tensions and conflict to reduce such support.

2. Through their work from A to E (below) students will come to experience and recognize the three spheres of social organization and the significance of freedom in the cultural sphere, equality in the rights sphere and cooperation in the economics sphere.

3. Deepen understanding and appreciation of the three spheres of social organization through developing awareness of, examining, proposing responses to and considering alternative views to:

4. Deepen understanding and appreciation of the scale, causes and impact of natural processes, global phenomena and human activity upon people and environment (human environment systems) eg water scarcity in the Sahel and Australia, tsunamis and monsoon flooding in SE Asia and Australia, and the response applied at different scales to manage such interactions.

5. Develop awareness of current issues and events impacting on human wellbeing and the environment due to interactions between human and natural ecologies in less economically and more economically developed countries. E.g. comparisons between Australia and Asia/Africa/South America- rural/urban migration, urbanization and urban planning, food security and crop yields, trade in goods and services, production and consumption of goods, waste disposal, urban planning and transport and the way information and communication technologies connect people to each other, to services and information.

6. Understand and become aware of human resources on a local, regional and global scale and the positive impact of such resources on the human condition. Examine spatial variations and mapping of well-being. Understand local, regional, national and international strategies to improve living standards for the community and address environmental and social challenges. Examine Aboriginal and Torres Strait islander approach to custodial responsibility and environment management.

7. Appreciate the worldviews of different peoples and the implications of this worldview on current issues including the impact of environmental resource development and use, and how human induced environmental change can challenge sustainability. Appreciate and understand sustainable use of resources to address geographical challenges or issues, such as development and use of renewable energies to reduce carbon emissions, current government policy to sell uranium to non-proliferation treaty members.

8. Examine the unequal distribution of resources and the impact of this at the local, regional, national and international scale using environmental, economic and social criteria. The positive impact of resources on the human condition socially, economically and environmentally.

9. Plan a research project for individual inquiry and research into the impact of development and unequal distribution of resources on the human condition. Examine this impact on international migration with consideration of displaced people, refugees and asylum seekers and plan an inquiry to investigate management of the impact using current issues as case studies including Australia’s management of refugees and asylum seekers.

10. Collect, select and record data and information, using primary and secondary sources and evaluate sources for usefulness and reliability of multivariable data. Use ethical protocols to invite a guest speaker.

11. Represent data in e.g. field sketches, tables/charts, annotated diagrams and photographs, population pyramids, and scatter graphs and maps of spatial distributions. Interpret data, propose explanations and draw conclusions, considering alternative viewpoints or differing values of stakeholders, evaluating and presenting findings.

12. Research different scale responses to support cultural freedom, equal rights and cooperation, and strategies to address social and/or environmental issues and challenges, and evaluate their effectiveness.

13. Explore opportunities for individual and class engagement community activity being sensitive to the cultural differences of other groups and communities.

14. Use geographic skills and methods in research and analysis.
Geography 10.3 /Science 10.7 Gardening / Horticulture

The Central Experience of the Content

The theme of the work in this year is to work with trees.

Future Capacities

“The topic provides opportunity to strive for understanding of long-term cycles and inter-relationships. Developing a broad and integrated outlook from: personal to community; the detail to the whole; terrestrial to cosmic.” The Mt Barker Waldorf School Gardening Curriculum.

<table>
<thead>
<tr>
<th>Content Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 10.3  Science 10.7  Topic : Gardening / Horticulture  (Garden lessons)</td>
</tr>
<tr>
<td>Students will learn to:</td>
</tr>
<tr>
<td>1. Work with trees and their care, train espalier, prune; identify and care for trees, learn how to graft; learn about coppicing; propagate native trees; make and use tree paste.</td>
</tr>
<tr>
<td>2. The learning will include propagation, cuttings, grafting, cross fertilisation and seed propagation as well as the understanding of cloning and sexual reproduction and the way that genetic substance/DNA is involved in both forms of reproduction.</td>
</tr>
</tbody>
</table>
Achievement Standard  Year 10 Geography

By the end of Year 10 students can:

1. Consider the Earth as a living entity and explain the rhythmical vertical and horizontal movements in the layers of the earth, oceans and atmosphere

2. Explain how the interaction between geographical processes at different scales change the characteristics of places eg atmospheric currents and sea currents, spatial variations in climate, El Nino and La Nina, Greenhouse effect, climate change

3. Explain how interaction between global processes impact on the Earth to predict changes in the characteristics of places and environments over time, across space and at different scales, and the predicted consequences of change eg. desertification, frequency of bushfire, extreme weather activity.

4. Identify, analyse and explain significant interconnections in the three spheres of the social organization to support freedom in the cultural sphere, equality in the rights sphere and cooperation in the economics sphere.

5. Identify, analyse and explain complex interactions between human and natural ecologies and explain changes that result from these interactions and their consequences.

6. Propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns.

7. Examine responses – policies and strategies at different scales to the impact of the complex interactions between human and natural ecologies eg climate change and global warming, desertification, overfishing. Examine and evaluate alternative views, policies and strategies.

8. Evaluate alternative views on a geographical challenge and alternative management strategies to address this challenge using environmental, social and economic criteria and propose and justify a response eg unequal distribution of wealth, poverty, food security, sustainable energy or coral bleaching (Aust), deforestation (SE Asia), desertification (Africa).

9. Use initial research to develop and modify geographically significant questions to frame an inquiry.

10. Create, collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions.

11. Accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions.

12. Evaluate and synthesise data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, to draw reasoned conclusions and predict outcomes, taking into account alternate points of view.

13. Present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms.

14. Evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations.

15. Explain the predicted outcomes and consequences of their proposal.
General Capabilities: Year 10 Geography

Literacy

Year 10 students are increasingly able to establish a form of inquiry with growing consideration of a geographic perspective. Through encountering topics that involve current environmental, social and political issues, they extend their geographical vocabulary in relation to issues such as migration, Millennium Development Goals, microfinance, asylum seekers and refugees. They are introduced to the idea of ‘models’ and ‘hypothesis’ and begin to understand their role in the examination of phenomena and processes. Topical concepts such as the ‘Greenhouse Effect’, climate change and global warming, El Niño and La Niña and the Gaia hypothesis/concept are examined so students become informed of current issues. In the consideration of these issues, students analyse multi media. Students involve themselves in the debate of topical issues and explore the use of language to provide a convincing argument. This can include the language of policy but also the language of bias eg ‘illegal immigrants’, ‘queue jumpers’ etc

Numeracy

In topic 10.2 students use numeracy skills in their study of the atmosphere, global wind currents, local wind patterns and the development of high and low pressure systems. They interpret isobars to explain possible weather patterns and examine the influence of such pressure systems globally, and on ocean currents. Students become increasingly proficient in the interpretation and analysis of visual data and the media. They use this data not only to provide evidence of global phenomena and local issues but also to predict possible future patterns if determinants remain unchanged. This can apply to the use of population pyramids to examine and predict growth patterns in countries such as India in comparison to other regions/nations. It can also apply to the examination of human development indices and their impact on migration patterns or other phenomenon. Increasingly data is used as evidence for written descriptions.

Competence in Information and Communication Technology

Students access current data through information and communication technologies. With the focus in Topic 10.2 being ‘The Human Community’ the internet supports research of global policy such as the Millennium Development Goals and their specific application and effectiveness in different regions of the world. Students also examine the role of NGO’s, microfinance and aid, as well as addressing specific current events. Australia’s contribution in supporting the human community is also explored and includes research into current policies and strategies to addressing issues facing Australia such as asylum seekers eg the ‘Pacific Solution’, detention centres, protection visa’s etc

Critical and Creative Thinking

In Geography 10.1, the student learns to read weather maps and predict weather behaviour both in the present and in a seasonal context over the year. The ebb and flow of the tides can be predicted in its relation to the movement of the moon. They understand the impact of the rotation of the earth in its relationship to the sun, on global wind currents and regional conditions as heat is transmitted as energy from one region of the earth to another. eg via the Hadley, Ferrel and Polar Cells, the Jet Stream, Trade Winds etc. Being able to visualise the link between the dynamic and rhythmical air and ocean currents, calls for intellectual discernment involving both creative and critical thinking.

Ethical Behaviour

Topic 10.2, ‘The Human Community’ provides many opportunities for the student to encounter and be inspired by people and communities who act and behave out of a high moral respect and ideal. Speeches representing the human struggle and reflecting the human dignity maintained during times of oppression raise the consciousness of the students and make them aware of the challenges of maintaining personal moral values despite external events eg Nelson Mandela, Aung San Suu Kyi, Ghandi, The Dalai Lama. Examples of individual, community and international responses to extreme events (Tsunami, Cyclone, Flooding) simultaneously increases the student’s consciousness of the cooperative role individual’s, community groups, NGOs and governments take at such challenging times. Students are also able to recognise the resourcefulness of those affected and are supported in recognising the personal role they may take to personally involve themselves in phenomena and events.
Personal and Social Competence

Year 10 students have the opportunity in Geography to clearly and objectively articulate their feelings and formulate their own opinions around issues. Their questions are clear and logical and provide evidence that they are becoming citizens of the world. They develop a greater sophistication and maturity in the way they use geographic language, skills and methods. They have increased personal confidence to voice their concerns, opinions and ideas and to debate Geographical issues using convincing and informed language. They research community and international groups raising awareness of environmental and social issues. Through the many facets of the Geography curriculum, a wonderful idealism is given the opportunity to blossom.

Intercultural Understanding

The study of the dynamic rhythmical processes of earth (Topic 10.1) highlights for the students the uneven distribution of moderate weather conditions and the stresses and tensions that arise wherever extreme weather events take place. Floods, droughts, cyclones, monsoons all significantly impact on people and the environment, in some regions on a regular basis. Topic 10.2 enables students to examine the impact (social, environmental, economic, political) of such short and long term pressures eg food insecurity, disease, lack of fresh water and poverty. Students examine inequality in the world and debate strategies to reduce this. Specific case studies inform students of current regional events, and oral reports given to the class raise awareness of issues on a global scale. This builds empathy within the students and fosters intercultural understanding.

Cross Curriculum Priorities

Histories and cultures of Aboriginal and Torres Strait Island peoples

Topic 10.2 considers community development and provides many opportunities to examine indigenous issues in the Australian community. Human rights, equality, health and education are explored in the current context as is government policy.

Asia and Australia’s Engagement with Asia

Topic 10.1 has a strong focus on the weather patterns of regions of Asia and their impact on life conditions of communities there. Topic 10.2 considers Australia’s response to issues and challenges facing Asia. This includes migration, issues of asylum, aid and international cooperation.

Sustainability

In topics 10.1 and 10.2 students develop an understanding of what makes a sustainable community. They come to recognise that sustainability of a community needs a cooperative approach and examine the role of aid, funding, technological cooperation and of the importance of regional, national and global scale support for sustainable communities through the Millennium Development Goals, microfinance and other NGO activity eg Medecins Sans Frontieres.

Links to Other Learning Areas

The geography studies of year 10 provide ample opportunity for linkages with several other subjects such as mathematics, English, art and outdoor education. There are very strong links with 10.1 history 'Development of Human Cultures' and 10.2 history "Ancient Cultures".

References:


Revisions to this Document:

9 November 2013 Changes made as result of discussions with ACARA
Reformatting to separate stages

24 Sept 2014 Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines

November 2104 Recognised by ACARA
| Geographical Knowledge and Understanding: Scope and Sequence Kindergarten to Class 3 |
|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| **Kinder**                                   | **Class 1**                              | **Class 2**                              | **Class 3**                              | **Class 3**                              |
| **Our connection to our Place**             | **The World is One; The World is Good**  | **The World is Beautiful**               | **The World of Many Contrasts: Ocean, Desert, Rainforest and Snow-lands.** | **I Stand on the Earth and Can Live in the World with confidence: Farming and Building** |
|                                           | **I experience Gratitude**               | **I am Connected to the world**          | **I relate to the World with Love and Reverence** |                                           |
| **Core Content Descriptions**              | **The Living World of Garden, Bush and Farm** | **Local Surroundings 1 and 2: The World of Nature** |                                           |                                           |
| **Place, Space, Environment: Weather and Vegetation** |                                           |                                           | **Local Surroundings 3 and 4: The World Around Us** |                                           |
|                                           |                                           | **Listen and form inner connection to, the stories of the natural world including those about the landscape, the weather, the cosmos, and the plant world in the child’s surroundings and the way they change over time and throughout the seasons.** | **Engage in stories of the wider region, weather patterns, landscape and plants to the coastal lands, ocean and islands; their names and the related features that give them meaning; the Aboriginal stories of connection to Country/Place throughout Australia and why they are important to them; their ancestors, traditional life and family.** | **Recall, draw, map, label and write a description of the work of a mixed farm over the seasons and the role of the sun and rain as well as the ability of the farmer/gardener to cultivate the soil through e.g. compost. (Use appropriate informative language in outlining a procedure in farming e.g. planting, harvesting or threshing, and in oral reports of farming visits. Identify direction (cardinal compass points e.g. sunrise in east and winter sun in north) and location of places e.g. markets, transport, mills, craftspeople, their purpose, distance (near and far) and accessibility and how often people visit them. Use appropriate geographical language.)** |
|                                           | **The changing seasons and weather and their experience in the playground** | **Listen and connect to stories of the animals, their gestures and homes in the child’s surroundings throughout the season. Gather and display treasures of the natural world from both home gardens and school bushwalks.** | **Form pictures of the local animals of the ocean, their homes, their movement, their needs, their young and interaction with life;** | **Outline the different crops on a farm and their growth through the seasons.** |
|                                           |                                           | **Recall stories, draw pictures and write a sentence about aspects of seasonal nature stories (e.g. Harvest and Autumn, Mid-winter, the wet or dry season)** | **Write about these stories of animals, the weather, and how they are moving from the immediate surroundings to the local, regional and wider environmental scale.** | **Discover the different crops of their own local region now and in the past (from stories and maps or photographs) and visit and observe the work of a farm and write a report of the visit.** |
|                                           |                                           |                                           |                                           | **Appreciate the processes and working together of many people necessary to produce goods.** |
|                                           |                                           |                                           |                                           | **Question, reflect on and write about the things we eat, use or wear to discover the role of the earth in our lives.** |
|                                           |                                           |                                           |                                           | **Explore and understand the use of tools to grow and make food.** |

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GEOGRAPHY Scope & Sequence Yrs K-10
Version: September 2014

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| Geographical Knowledge and Understanding: Scope and Sequence Kindergarten to Class 3 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Kinder                          | Class 1                          | Class 2                          | Class 3                          |
|                                 | Learn poems, songs and short sequences of dramatised stories about the natural world at this time accompanied by movement and gesture. | Hold a market garden stall to sell, barter or share their produce. |
|                                 |                                 | Create a vegetable and grain garden, raise seeds, water, weed and harvest produce; learning, questioning, predicting how the garden can best be positioned/cared for. Suggest action to solve a geographical challenge. Research, record and communicate results (using written, graphic, tabular and visual form). |
| Rhythms of Sun, Moon, Earth and Cosmos |                                 |                                 | Listen to stories, explore and/or investigate through interview the Aboriginal and Torres Strait Islander relationship to the land of the area, their place names, sacred sites, the changes that have occurred over time, the need for their care and their way of providing food. |
|                                 | The sun and moon and stars in the sky; The light, warmth, wind and rain of our weather; The changing seasons |                                 | Building |
|                                 |                                 |                                 | Understand the role of and appreciate the homes we have - our body, our house and the earth. |
|                                 |                                 |                                 | Describe and draw the varied homes of the world regions, both near and far throughout time and in relation to the different climates types of the world and the characteristics and features of local areas such as landscapes with various local materials. (They see similarities and differences in and pose questions and record information about the relationship between weather, landscape, vegetation and housing materials from stories, books or photographs.) |
|                                 |                                 |                                 | Develop confidence and skills in house design and practical building, understanding the need for qualities such as shelter, warmth and light. Draw house plans, label, show compass direction and represent information in practical lists and tables. |
|                                 |                                 |                                 | Appreciate and understand the role of the many tradespeople that help to build our homes and support our lives. |
| Creative Structures             | The creative transformation of natural materials and their properties, in their room and playground/garden, including representational landscapes of stories and the local environment. |                                 | |
|                                 | Lifting, moving, rolling and stacking a variety of natural materials and furniture to make creative cubbies. Exploring methods, adjusting, questioning and improving their imaginative structures |                                 | |
| Story Time, Puppet Story        | Listening to stories from classical and traditional sources from many lands |                                 | |

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<table>
<thead>
<tr>
<th>Aboriginal/ Torres Strait Islander Relationship to the Land</th>
<th>Other places and cultures: relationship to place- See Related Content Descriptions</th>
<th>Representation of Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the natural world of the landscape, weather, plants, animals and people; their interaction with each other; human work and family and community life</td>
<td>Aboriginal Creation/Dreaming Stories including those of animal and human life The deep connection to the features of the natural environment, the seasons and weather and their importance to them.</td>
<td>Represent spaces and places from everyday life and nature stories in drawn pictures as well as creative play landscapes and scenes. Represent of the family, class and world in drawing.</td>
</tr>
<tr>
<td>Morning Circle Engagement in poems, action rhymes, finger plays and songs about daily rhythms, seasons, real tasks of the home, farm and community and the natural world Community related material from other cultures or in other languages on these themes</td>
<td>Cultures from folk tales including European and those from Asia-Pacific</td>
<td>Represent the classroom/school environment through plans/maps with accurate measurement, farming areas and built structures with maps/plans, with title, scale, legend and northpoint</td>
</tr>
<tr>
<td>Understand the various materials available in the environment and tools used for building and their qualities and advantages and use them safely. Reflect on the way space is used for different activities and can be rearranged for different purposes. Understand, through story, songs and poems the Aboriginal and Torres Strait Islander connection to place and their local sacred sites and changes that have occurred, how they may be cared for. Geographical Skills: Pose questions about familiar and unfamiliar places, collect and record data and information from observation, pictures, story books or interviews in tables, plans, labelled maps. They form and communicate findings, plans and lists in written, oral and visual form, reflecting on their learning and on results of practical action taken.</td>
<td>Cultures from Celtic lands</td>
<td>Draw or paint the beautiful round sphere of the earth.</td>
</tr>
<tr>
<td>Aboriginal peoples relationship to food gathering and shelter</td>
<td>Cultures from Hebrew lands Literature of Creation and Tradition from other lands</td>
<td></td>
</tr>
<tr>
<td>Family and community cultures</td>
<td>Develop narratives of simple oral presentations of recent happenings (news) as a narrative differentiating past events, the present and future. Connect to the children’s news stories of the wider families, community, nation and world including countries of Asia Pacific.</td>
<td></td>
</tr>
</tbody>
</table>
### ASCF Geographical Knowledge and Understanding: Scope and Sequence: Kindergarten to Class 3

#### OVERARCHING THEMES  Stage 1 K-Class 3

<table>
<thead>
<tr>
<th>Connection to, Feelings about, Place: Festivals</th>
<th>1. Sing, recite and follow creative movement for the rhythms of time and celebrate the rhythms of the day and night and connect with sun, the moon and stars.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Hear stories of festivals and family celebrations and experience cycles of the seasons through celebrations for harvest, mid-winter and spring.</td>
<td></td>
</tr>
<tr>
<td>3. Observe and celebrate the changing beauty and bounty of nature.</td>
<td></td>
</tr>
<tr>
<td>4. Listen and connect to stories of the past ways of preparing festivals through growing food, cooking, making handcrafts and storytelling and music.</td>
<td></td>
</tr>
<tr>
<td>5. Recall stories, draw pictures and write a sentence about aspects of festivals and family celebrations from teachers and elders.</td>
<td></td>
</tr>
<tr>
<td>6. Bake, make decorations and gifts for festivals, dress in festive clothes and learn music and dances.</td>
<td></td>
</tr>
<tr>
<td>7. Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations.</td>
<td></td>
</tr>
<tr>
<td>8. Celebrate seasonal and world events from diverse cultures including Aboriginal and Torres Strait Islander cultures the Countries/Places that they belong to and why they are important to them.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Features and Uses: Outdoor Play, Bushwalk and Practical Garden and Home Activities</th>
<th>1. Play outdoors with diverse natural materials in creative landscapes, using the senses to explore. Create changing special places in and outdoors e.g. cubbies, garden groves, shop stalls, drama stages. Represent familiar places and spaces in outdoor landscapes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Creatively question the possibilities for adventurous projects, communicate about them, predict better methods and amend their projects for a better result.</td>
<td></td>
</tr>
<tr>
<td>3. Observe and experience the teacher using care and wisdom in looking after the classroom and environment. Interact in these activities, discuss and care for these places.</td>
<td></td>
</tr>
<tr>
<td>4. Bushwalk through natural landscapes and observe and interact with the environment and contribute to a seasonal nature table.</td>
<td></td>
</tr>
<tr>
<td>5. Garden with simple familiar tools and become aware of the needs of plants through experience of their care.</td>
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</tr>
<tr>
<td>6. Cook safely with equipment using school or home grown produce; measuring ingredients and making e.g. fruit iceblocks, pizza, bread or soups.</td>
<td></td>
</tr>
<tr>
<td>7. They observe, identify, pose questions about and locate the different places, activities and spaces of the wider school environment and their designs, why they are special and how they are given meaning and to look after them ie the classroom, gardens or bush, cubbies, sculptures or memorials and the features of the larger school environment.</td>
<td></td>
</tr>
<tr>
<td>8. They collect, share and record data and observed experiences from the local environment in seasonal tables, created landscapes, drawings and maps.</td>
<td></td>
</tr>
</tbody>
</table>
### ASCF Geographical Knowledge and Understanding: Scope and Sequence: Kindergarten to Class 3

#### OVERARCHING THEMES Stage 1 K-Class 3

<table>
<thead>
<tr>
<th>Environment as the Source of Material Goods: Traditional Handcrafts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare wool, wash, card according to traditional methods; to spin, knit in plain and purl, shape and cast on and off and make a range of toys, household items and clothes.</td>
</tr>
<tr>
<td>2. Sew and use simple embroidery.</td>
</tr>
<tr>
<td>3. Felt wool, sew up and make simple toys and home furnishings.</td>
</tr>
<tr>
<td>4. To dye fabrics and wool.</td>
</tr>
<tr>
<td>5. Sand and oil wood for home or classroom objects.</td>
</tr>
<tr>
<td>6. Create simple bushcrafts.</td>
</tr>
<tr>
<td>7. Experience traditional crafts, tools, equipment and their use in the past and now</td>
</tr>
<tr>
<td>8. Work in a community of teachers, family and community members, building social relationships</td>
</tr>
</tbody>
</table>

### ASCF Geographical Inquiry and Skills: Scope and Sequence: Foundation to Year 3

#### Foundation to Year 2 (Mostly in Overarching Theme B)

<table>
<thead>
<tr>
<th>Observing Questioning Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pose self-directed questions about place, space and environment in creative play and outdoor activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collecting, recording, evaluating and representing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe and explore familiar places and environments and represent in play.</td>
</tr>
<tr>
<td>Class 1 and 2- Record and visually represent narrative based information about the school or a favourite place in the local area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpreting, analysing, and concluding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share and sort observations and information in creative play and outdoor activities. Experience that space is arranged in different ways e.g. the play environment, the classroom for movement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share observations and ideas informally in play and outdoor activities. E.g. bushwalk, cubby building, sand pit structures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflecting and responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond practically to their experiences e.g. building a dam in a sandpit, and ask further questions</td>
</tr>
</tbody>
</table>

#### Years 3

<table>
<thead>
<tr>
<th>Pose and respond to questions involved in bushwalk, gardening and building studies and projects in the environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in a guided inquiry about gardening or building and use a range of sources of information. Collect data about the local area landscape, farming use or building structures.</td>
</tr>
<tr>
<td>Sort information and identify patterns in gardening studies and/or building studies e.g. type of building in the landscape related to climate. Engage in discussion of results and record these conclusions about e.g. farming or gardening in relation to seasonal factors and water and sunlight availability.</td>
</tr>
<tr>
<td>Present findings, using appropriate communication methods, geographical skills and vocabulary e.g. farm maps, building layouts in the school or local area, language of direction.</td>
</tr>
<tr>
<td>Apply findings to practical projects in gardening or building.</td>
</tr>
</tbody>
</table>
# GEOGRAPHY SCOPE and SEQUENCE

## Stage 2: Year 4 to Year 6

### Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6

<table>
<thead>
<tr>
<th>Class</th>
<th>Core Content Descriptions</th>
<th>Place, Space, Environment: Weather and Vegetation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Our connection to our Place</strong></td>
<td><strong>We Know and Map Our Place and journey into it.</strong></td>
</tr>
<tr>
<td>Class 4</td>
<td>Local Area; Mapping</td>
<td>Measure distances of buildings and elements of the natural landscape and visualise a bird’s eye view for a map.</td>
</tr>
<tr>
<td></td>
<td>Create a map of the school and the surroundings using a scale, a frame and a key.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observe, describe, draw and identify local animals and plants and their environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore the way the living things in the environment interact, and their food sources.</td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>Botany</td>
<td>Draw/describe the interrelationship of the plant to the air, rain (water), sunlight (warmth), and earth environment.</td>
</tr>
<tr>
<td></td>
<td>Describe the relationship between the plant and the cycles of day and night and the seasons.</td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>Part A Australian Geography</td>
<td>View the structure of the mountain ranges of Australia and their connection to the river systems.</td>
</tr>
<tr>
<td></td>
<td>Understand the Australian continent through consideration of its polarities: urban-rural, the plains-mountains, and coastal-inland locations and different vegetation types.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relate physical geography (links to Geology ML) and climate - including the impact of flood, (links to Astronomy), vegetation (links to Botany) and natural resources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognise their connection to the historical development (links to Australian History) of economics and infrastructure and human society.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map and represent the Countries and Places of Aboriginal and Torres Strait Islander Peoples. Map Australia’s States and Territories and major natural and human features.</td>
<td></td>
</tr>
</tbody>
</table>

### Part B World Geography

- View the globe and map world regions /continents and their location in relation to Australia - Asia, Europe, North and South America and Africa. |
- Experience the general relationship of the mountain ranges to the river systems of the world and their characteristic individual qualities. |
- Consider diverse regions of the earth connecting climatic conditions to astronomical conditions. |
- Recognise examples of the general links between major vegetation types in rain forests, deserts, temperate zones and arctic regions to the amount of sun, rain and prevailing wind patterns. |
- Consider an example of the distribution of major natural resources and the
### Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6

<table>
<thead>
<tr>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observe, describe, draw and identify local animals and plants and their environment.</strong></td>
<td><strong>Geography of the Local Region/State</strong></td>
<td>relation to regional or world trade, considering ethical development and sharing of resources.</td>
</tr>
<tr>
<td>Explore the way the living things in the environment interact, their food source and their connection to water supply.</td>
<td>Hear, investigate, illustrate and write about the Aboriginal and Torres Strait Islander peoples - their cultures, beliefs, languages and social organisation and the significance of the Dreaming, their relationship to Place and the effects of their role as caretakers of the environment and their methods.</td>
<td>Considering examples of countries from the continents/regions of Europe and North and South America, Africa as well as Asia they describe location in absolute and relative terms, relate physical geography, (links to Geology), climate, vegetation (links to Botany) and natural resources. They identify and compare spatial distributions and patterns. They recognise their diversity and connection to the differing development of human indigenous and non-indigenous societies, economics and infrastructure, demographic and social characteristics.</td>
</tr>
<tr>
<td>Question the human living requirements for their local region, explore, research and reflect on suitable clothing, supplies, cooking and shelter for their trip in the natural environment. Follow protocols for consultation with the local Aboriginal community.</td>
<td>Describe and map early European contact of explorers and navigators with Australia and nearby regions using scale, legend, title and north point.</td>
<td><strong>Geology and mineralogy</strong></td>
</tr>
<tr>
<td>Work in cooperative groups, manage their own packs/provisions for the class camp/excursion, develop plans of action to minimise the effects of the camp/excursion on the environment's sustainability, and behave ethically in the natural environment.</td>
<td>Use and describe locations on maps using a grid system, direction title, legend and scale.</td>
<td>Sketch landscapes, sections created by roads and quarries, rock formations, rock types, minerals. Determine the main types of rocks – igneous, sedimentary and metamorphic and find them in their landscape, investigate qualities and record and communicate through tables and graphs.</td>
</tr>
<tr>
<td>Listen to and discuss Indigenous ways of life, their custodial responsibility for Country/Place and how this influences their views of sustainable approaches to the environment, natural resources used for hunting, canoes, food supply.</td>
<td>Hear, recall, investigate and describe the journey and arrival of the First Fleet, contact with their local region and early settlement.</td>
<td>Observe, explore and reflect on stories about rocks and understand the processes from which these rock types originate, recognise geological structures like folds, faults and different types of stratification.</td>
</tr>
<tr>
<td><strong>Geography of the Local Region/State</strong></td>
<td>Identify the factors that led to settlement of their local region e.g. water availability, food sources, climate, terrain, access to safe harbour and rivers and the effects of these factors on the human qualities of a place.</td>
<td>They learn about the minerals both as the components of rocks and in their characteristic forms.</td>
</tr>
<tr>
<td><strong>Research, plan and engage in a camp into the local region or state, exploring relation to regional or world trade, considering ethical development and sharing of resources.</strong></td>
<td>Research, plan and engage in a camp into the local region or state, exploring relation to regional or world trade, considering ethical development and sharing of resources.</td>
<td>Understand the mineral world as coming out of living processes of the earth and the significance for sustainable living.</td>
</tr>
<tr>
<td><strong>Astronomy</strong></td>
<td><strong>Astronomy</strong></td>
<td>Appreciate the stories from indigenous people who have long recognised these processes including those of our Asian neighbours including Indonesia, Borneo, Philippines or Papua New Guinea where volcanic landforms occur and powerful rivers pound sedimentary rocks to create fertile soils.</td>
</tr>
<tr>
<td>Study the vegetation zones of the earth's latitudes and the connection between plant growth, climate and celestial movement.</td>
<td>Study the vegetation zones of the earth's latitudes and the connection between plant growth, climate and celestial movement.</td>
<td><strong>Astronomy</strong></td>
</tr>
</tbody>
</table>
## Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6

<table>
<thead>
<tr>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spirituality of The Dreaming</strong> Describe the key elements of the</td>
<td>and recording the landscape, vegetation, weather, animal life, bush</td>
<td>Gardening and horticulture Care for plants in their own garden bed.</td>
</tr>
<tr>
<td>indigenous Australian world view: the Dreaming, and connection to</td>
<td>foods, water courses and human development of the environment. Reflect</td>
<td>Use propagation, soil development and tool care in the management of</td>
</tr>
<tr>
<td>place and country.</td>
<td>on and implement waste management and environmental care practices.</td>
<td>their garden bed over the year.</td>
</tr>
<tr>
<td>Understand Aboriginal and Torres Strait Islander custodial responsibility to the environment and their views of use of resources.</td>
<td></td>
<td>Consider and implement sustainable management, waste and gardening</td>
</tr>
<tr>
<td><strong>The Human Being and the Animal Kingdom</strong></td>
<td></td>
<td>practices for the environment including organic and bio-dynamic methods,</td>
</tr>
<tr>
<td>Listen to stories of, observe, draw and explore the links between the</td>
<td></td>
<td>composting and worm farming, understanding how the environment can be</td>
</tr>
<tr>
<td>form or structure of animals and the significance of their lives and</td>
<td></td>
<td>protected.</td>
</tr>
<tr>
<td>habitats (using examples from Africa, South America and Australia).</td>
<td></td>
<td><strong>Australian History</strong></td>
</tr>
<tr>
<td>Compare the animal forms with those of the human being and the</td>
<td></td>
<td>Identify and describe key events in the history of Australia up to</td>
</tr>
<tr>
<td>functions of the animal forms with the capacity of the human being for</td>
<td></td>
<td>Federation including the reasons for establishment of the colony, the</td>
</tr>
<tr>
<td>creative work based on the freedom afforded by upright posture, freeing</td>
<td></td>
<td>nature and patterns of settlement, daily life and changes to the</td>
</tr>
<tr>
<td>of the upper limbs and the use of the hands to create tools and</td>
<td></td>
<td>environment; the Eureka Stockade, exploration, early immigrants and</td>
</tr>
<tr>
<td>inventions. Understand the role of the human being as caretaker of the</td>
<td></td>
<td>expansion of farming; including key figures and events that lead to</td>
</tr>
<tr>
<td>earth and all life.</td>
<td></td>
<td>Australia’s Federation including British and American influences on</td>
</tr>
<tr>
<td><strong>The Art Science and History of Writing</strong></td>
<td></td>
<td>Australia’s system of law and government.</td>
</tr>
<tr>
<td>Explore materials in the natural</td>
<td></td>
<td><strong>Identify and describe geographical features of historical significance within Australia and immigrant nations.</strong></td>
</tr>
<tr>
<td>and recording the landscape, vegetation, weather, animal life, bush</td>
<td></td>
<td><strong>Identify and describe the lives and contributions of individuals and groups from a variety of cultural backgrounds including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport and environmental care and how this effects Australian life in various locations.</strong></td>
</tr>
<tr>
<td>foods, water courses and human development of the environment. Reflect</td>
<td></td>
<td><strong>Describe the lifestyle and organisation of indigenous communities and the impact of European settlement</strong></td>
</tr>
<tr>
<td>on and implement waste management and environmental care practices.</td>
<td></td>
<td><strong>Identify significant personalities and events in early contact between Europeans and Aboriginal people, their status and resistance to dispossession</strong></td>
</tr>
<tr>
<td><strong>Gardening and horticulture</strong> Care for plants in their own garden bed.</td>
<td></td>
<td><strong>Identify experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women.</strong></td>
</tr>
<tr>
<td>Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td><strong>Class 4</strong></td>
<td><strong>Class 5</strong></td>
<td><strong>Class 6</strong></td>
</tr>
<tr>
<td>environment that have been used for writing and recording and the importance to a community of this ability to write for wisdom, knowledge, trade, historical records and agreements.</td>
<td>The reasons people migrated to Australia from Europe and Asia and the experiences and contributions of a particular migrant group within a colony and understanding of past and current cultural diversity in Australia and beyond. Understand how connection to place impacts awareness and understanding. Identify and describe some of the environmental impacts of changing land use e.g. land clearing, irrigation, farming, mining as well as impact of bushfires or floods.</td>
<td></td>
</tr>
<tr>
<td><strong>Aboriginal/ Torres Strait Islander Relationship to the Land</strong></td>
<td>Aboriginal relationship to the local area and The Dreaming See Above</td>
<td>Aboriginal peoples’ connection to the land, and the effects of settlement</td>
</tr>
<tr>
<td><strong>Other places and cultures: relationship to place- See Related Content Descriptions</strong></td>
<td>Cultures from Northern European lands</td>
<td>Cultures from Ancient India, Persia, Egypt, Greece</td>
</tr>
<tr>
<td><strong>Representation of Spaces</strong></td>
<td>Represent the local area in maps with title, frame, scale, key and northpoint</td>
<td>Represent the region and state in maps with title, scale, legend and northpoint In relation to the Ancient Cultures of India, Persia, Egypt, learn about the relationship between the geography and the culture. Map and/or model selected countries.</td>
</tr>
</tbody>
</table>
Geographical Knowledge and Understanding: Scope and Sequence Class 4 to Class 6

OVERARCHING THEMES CLASSES 4-6

Students will learn to:

1. Sing, recite and follow creative movement for the rhythms of time and celebrate the rhythms of the day and night and connect with sun, the moon and stars.
2. Hear stories of festivals and family celebrations and experience cycles of the seasons through celebrations for harvest, mid-winter and spring.
3. Observe and celebrate the changing beauty and bounty of nature.
4. Listen and connect to stories of the past ways of preparing festivals through growing food, cooking, making handcrafts and storytelling and music.
5. Recall, illustrate and write reports about aspects of festivals and celebrations from teachers and elders from many cultures.
6. Bake, make decorations and gifts for festivals, dress in festive clothes and learn music and dances.
7. Play recorder and string instruments in whole school and class orchestras.
8. Celebrate school festivals and community gatherings as well as class celebrations such as birthdays, farewells and end of term celebrations.
9. Gain awareness of days and weeks celebrated or commemorated in Australia (including National Reconciliation Week and National Sorry Day) and the importance of symbols and emblems.
10. Celebrate world events from diverse cultures, and experience the various connections Australia has with other countries and cultures; understand and contribute to Australian and world-wide community aid projects.
11. Organise, lead and MC aspects of festivals.

Students will learn to:

1. Knit more complex articles and patterns including four needle knitting.
2. They make a range of toys, household items and clothes including socks or mittens, embroidered items and dolls and felt animals.
3. To sew and use more complex embroidery.
4. They draft patterns for animal forms, felt wool and sew up.
5. They use a pattern to cut out, sew and finish a formed doll.
6. To dye fabrics and wool.
7. Plan and design woodwork projects, rasp, file, sand and oil wood for home or classroom objects.
8. Plan and create projects related to Science, History, Maths, Geography and English Topics using clay, stone, copper or bush objects. e.g. Class 4- Copper work, smithing or forging, pen and ink.
   Class 5- Egyptian pyramid building, Egyptian jewellery or basketry, Greek architectural forms
   Class 6 – Models of Roman aqueducts, bridge building.
### ASCF Geographical Inquiry and Skills: Scope and Sequence: Foundation to Year 6

<table>
<thead>
<tr>
<th>Years 4 and 5</th>
<th>Years 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing Questioning Planning</strong></td>
<td>Develop questions about place, space or environment.</td>
</tr>
<tr>
<td></td>
<td>Develop geographical questions and plan an inquiry and reflect on possible answers.</td>
</tr>
<tr>
<td><strong>Collecting, recording, evaluating and representing</strong></td>
<td>Use a range of oral, graphic, written information sources: observation map, pictures, stories or interviews, represented in tables, plans, maps, drawings graphs and journals. Select appropriate geographical methodologies to collect data, including following protocols for consultation with local Aboriginal community and/or Torres Strait Islander communities. Use appropriate materials, geographical tools or equipment to collect data or observations.</td>
</tr>
<tr>
<td><strong>Interpreting, analysing, and concluding</strong></td>
<td>Sort information and data and look for relationships or patterns, using maps. Draw conclusions based on their investigations and share these conclusions.</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
<td>Present findings using appropriate communication and geographical vocabulary.</td>
</tr>
<tr>
<td><strong>Reflecting and responding</strong></td>
<td>Reflect on what has been learned and suggest possible responses to the geographical inquiry or challenge.</td>
</tr>
</tbody>
</table>
# STRAND 1: GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING

<table>
<thead>
<tr>
<th>PHYSICAL / NATURAL GEOGRAPHY</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 Voyages of Discovery: Encountering the Landscape of the Newly Discovered World</strong></td>
<td>8.1 The Earth: Origins, Processes and Landforms</td>
<td>9.1 The Forces That Shape The Earth</td>
<td>10.1 The Earth in Motion</td>
<td></td>
</tr>
<tr>
<td>Overview: A new orientation to the world with encounters of the unknown and broader ‘new’ world through the journeys of the Crusaders and great navigational journeys of discovery.</td>
<td>Overview: Understanding the diversity of earth’s environments, features and their formation.</td>
<td>Overview: Understanding the dynamic inner forces and structural elements of the Earth’s crust that have shaped the Earth’s surface and its form.</td>
<td>Overview: The mantles of the Earth, the layers of the atmosphere, the currents of the ocean and their dynamic, rhythmic processes:</td>
<td></td>
</tr>
<tr>
<td>Content is derived from life in the Middle Ages: The feudal system, Church and agrarian society.</td>
<td>The origins of the 7 continents, and basic introduction to the geomorphic processes involved in the formation and structure of the continents and oceans.</td>
<td>The shape and distribution of continents and oceans as determined by plate boundaries and margins.</td>
<td>The earth as a living entity.</td>
<td></td>
</tr>
<tr>
<td>Revolution and rotation of the Earth, the daily and seasonal changes that result and influence on climate and human activity.</td>
<td>The differing physical characteristics of the continents, and processes which form them; eg the mountain cross, deltas, oasis, artesian basins, river valleys, plains/steppes, deserts.</td>
<td>A more extensive study of plate tectonics and the geological layers and structures of the Earth.</td>
<td>The currents of the Earth’s mantle and the vertical and horizontal movements in the layers of the Earth.</td>
<td></td>
</tr>
<tr>
<td>Develop mapping/cartography skills following the navigational methods and skills used by the great explorers and navigators: OT and Portolan, latitude, hemispheres, meridians, Compass Rose, topographic maps, use of a grid and mapping conventions.</td>
<td>Development of mapping skills including location, scale, cross sections and field sketches and simple analysis of distribution patterns.</td>
<td>Volcanism, faulting and folding, earthquake activity and mountain building. The ‘Cross’ structure of the Alpine mountain ranges of the world, rift valleys, mid ocean ridges and mid ocean trenches</td>
<td>Atmospheric currents (meteorology) – from lithosphere to stratosphere: Jet Stream, Trade Winds, cyclone, hurricane, tornadoes, floods monsoons, and droughts.</td>
<td></td>
</tr>
<tr>
<td>Follow the ocean paths that led to the great continental discoveries and understand the importance of</td>
<td>A project or small study of the formation of a landform with field trip observation.</td>
<td>Mineralogy: rock types and strata</td>
<td>Ocean currents – the great conveyor belt, local and regional currents e.g. Gulf Stream and the Leeuwin Current.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The regional variation in environments eg deserts, equatorial regions, polar landscapes.</td>
<td>The role of river systems, glaciation, erosion and deposition in shaping the surface of the Earth.</td>
<td>The impact of ocean and air currents on climate and weather.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpretation and analysis of the Southern Oscillation, El Nino and La Nina, the Greenhouse effect, climate change, extreme weather.</td>
<td>Changing patterns and spatial distribution of currents.</td>
<td></td>
</tr>
</tbody>
</table>
## STRAND 1: GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>oceancurrentsto discovery. Identifycontinentalmasses and oceanbodies, theirproportion and extent and the diversity of landscapes of the world. Appreciate water as a significant resource for the great discoveries and early colonisation and settlement. Astronomy – Galileo, Copernicus and the heliocentric system.</td>
<td>The differing climatic characteristics and their physical impact on the Earth’s surface.</td>
<td>data in identifying distribution of geographic features.</td>
<td>Current environmental issues that have arisen due to natural processes and human activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Management responses to environmental issues at global, regional, national and local scales.</td>
</tr>
<tr>
<td>HUMAN/SOCIAL GEOGRAPHY</td>
<td>7.2 New Cultural Encounters: Tribal Societies</td>
<td>8.2 The World Made Known:</td>
<td>9.2 Ecosystems and Human Culture</td>
</tr>
<tr>
<td>Overview: Encountering the diversity of human kind: tribes, communities, cultures and environments in the New World.</td>
<td>Overview: The aesthetic, cultural and spiritual value of landscapes and landforms for people.</td>
<td>Overview: The major ecosystems / biomes are introduced and consideration given to their uniqueness, diversity and influence on settlement, population distribution and life conditions of the people.</td>
<td>Overview: The responsibility of the human community at an individual, national and global scale, towards the physical environment and cultural world to ensure freedom in the cultural sphere, equality in sphere of rights and cooperation in the economic sphere is upheld and developed.</td>
</tr>
<tr>
<td>Out of the Voyages of discovery: Spiritual/ Cultural landscape of the newly discovered world: Exploration of vegetation and variation in plant/animal life, topography and climate. Appreciation of why regions were chosen for settlement: food and water resources, soil, harbour safety</td>
<td>Comparison of eastern and western regions of the world with shared geological characteristics. Examination of the physical landscape and its major resources. The challenges of settlement and natural hazards and the response to such challenges. Indigenous examples of living harmoniously with the landscape. Cultures, religions, political and social characteristics of a country in Asia.</td>
<td>The distribution and characteristics of ecosystems/ biomes as regions with distinctive climate, soils, vegetation and productivity. The perceptions held of place, and how this influences connection to place. The use of ecosystems as a resource.</td>
<td>Human freedom, human resourcefulness and the human condition. Freedom, equality and cooperation locally and globally. Access to human resources in the support of development. The impact of natural phenomena and human activity upon the human environment.</td>
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<td>STRAND 1: GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING</td>
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<td>and interdependence with, the environment, and the geographic challenges encountered.</td>
<td>The influence of landscape and environment on people as revealed through the development of culture and life conditions in countries of the world.</td>
<td>How human economic activity, settlement and socio-cultural development has altered the ecosystem. Positive and negative impact of development on people and the environment in different regions of the world.</td>
<td>The impact of dynamic and rhythmic global phenomenon and processes on the earth’s ecosystems and on people.</td>
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<td>Spiritual and cultural attitudes towards the natural environment</td>
<td>Comparisons of regions with diverse geographic characteristics including analysis of data. Examination of change and what influences change.</td>
<td>Regional comparisons in living conditions – climate, vegetation, agriculture and industry of rift valleys / glaciated regions / earthquake zones, volcanic islands (hot spots) etc.</td>
<td>Current events and global phenomena which are impacting on people and the environment.</td>
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<td>The capacity of the world’s ecosystems to sustainably support people in different regions of the world. Strategies adopted to conserve and preserve our ecosystems.</td>
<td>Classifying resources – human and natural- the diversity of perspective and world view.</td>
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<td>The approach of Aboriginal and Torres Strait islander people to custodial responsibility and environmental management.</td>
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<td>Positive and negative impact of resource development on people and the environment.</td>
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<td>Spatial variations in degree of human well-being - measuring and mapping human well-being.</td>
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<td>Case studies and regional comparisons in spatial variations of indicators for human well-being and challenges affecting individuals and communities.</td>
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<td>Examination of the response of the human community - local, regional, national and international responses to address social and environmental challenges.</td>
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## STRAND 2: GEOGRAPHIC INQUIRY AND SKILLS

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<td><strong>Observation, questioning and planning.</strong></td>
<td>Through imaginative narratives given by the teacher and individual and group research, explore a specific tribal group and their interaction with the environment.</td>
<td>With guidance from the teacher consider topics and questions that could be the focus of research, and how research will be planned. Plan a project and formulate geographic questions.</td>
<td>Plan fieldwork and research; formulate key geographic questions and identify collection methods. Consider and collectively and individually develop geographically significant questions as engagement in the topic develops. Plan an inquiry/research that identifies and uses appropriate geographical concepts and methods.</td>
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<td><strong>Collecting, recording, evaluating and representing.</strong></td>
<td>Use a variety of maps, old and new, photos, diaries, records to gather information. Carry out observational fieldwork – eg astronomy, climate, vegetation and record geographical data collected. Collect, select and record relevant geographical data and information from both primary and secondary sources to make written descriptions and research for projects. Represent information in a variety of forms e.g. maps, illustrations, diaries, models. Use different scale maps to record the distribution over space of significant phenomena eg journeys of explorers using appropriate techniques and mapping conventions.</td>
<td>Carry out observational fieldwork eg astronomy, weather, climate, use other primary sources such as Marco Polo’s diary records, and secondary sources such as atlases and texts, collect, select and record geographical data and information. Analyse sources for their usefulness. Represent the spatial distribution of a variety of geographic phenomena and data in a range of appropriate forms eg topographic, political maps, simple distribution maps, satellite images of regions of the earth, rainfall and temperature maps and basic column graphs, field and other diagrams and illustrations.</td>
<td>Record earth forming processes and geologic structures of the earth at different fieldwork sites. eg sandstone/ volcanic/ sedimentary. Analyse and describe observations, and use geographic concepts to provide evidence and draw conclusions. Analyse sources for their usefulness, reliability and bias and represent the spatial distribution of geographic data and phenomena in a range of appropriate forms and using geographic conventions eg flow diagrams, annotated diagrams, use ethical protocols to examine other primary sources eg invite an aboriginal elder to speak of spiritual/cultural significance of landscape.</td>
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**STRAND 1: GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING**

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<tr>
<td><strong>Interpreting, analysing and concluding.</strong></td>
<td><strong>Examine natural geographic characteristics represented on topographical and vegetation maps.</strong></td>
<td><strong>Interpret and describe geographical data using information provided to identify and suggest explanations for distribution patterns.</strong></td>
<td><strong>Examine and analyse specific information provided in geologic maps, contour maps and diverse forms of data to provide evidence to identify general patterns, spatial distributions, and relationships.</strong></td>
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<td><strong>Consider the environmental reasons for the pattern of settlement of indigenous communities</strong></td>
<td><strong>Research and record physical, ecological, social, cultural and economic conditions of regions or countries.</strong></td>
<td><strong>Identify and propose explanations for patterns, spatial distributions and relationships.</strong></td>
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<td><strong>Use other research material to deepen understanding of tribal communities, their relationship to the land, traditions, rituals, housing, diet.</strong></td>
<td><strong>Use different geographic data to recognise relationships between key factors eg steppe land and low number of settlement, or fertile plains and agricultural activity.</strong></td>
<td><strong>Ascertain origin of different types of rocks.</strong></td>
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<td><strong>Communicating:</strong></td>
<td><strong>Present an individual or group project using a range of forms to communicate information eg models, illustrations, written descriptive work, a class talk etc</strong></td>
<td><strong>Present individual or group (collaborative) findings, ideas and interests in a range of forms to suit the presenter, a particular audience and purpose.</strong></td>
<td><strong>Present findings and ideas in written, diagrammatic or other forms for personal purpose or to share research and findings with the class. This could include: - written record of observations, experiments, discussions. - fieldwork photos and illustrations of variety of sites, rock formations and geologic structures. - simple geologic cross sections constructed. - simple records of vegetation</strong></td>
</tr>
<tr>
<td>a. use and development of geographic vocabulary and terminology:</td>
<td><strong>Show clear use of making accurate use of geographic terminology and conventions and spatial perspectives eg BOLTSSNA, Cardinal points, scale, location, direction, distance.</strong></td>
<td><strong>In communication of information, ideas and opinions: - clearly and accurately use appropriate geographic terminology eg continental drift, plate tectonics, crust, erosion; Eastern and Western Hemispheres, Time Zones - Greenwich/ Prime Meridian, International Dateline)</strong></td>
<td><strong>Show clear and accurate use of geographic terminology eg plate</strong></td>
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<td>b. use of geographic conventions:</td>
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<td>Reflecting and responding:</td>
<td>- Clearly and accurately use appropriate geographic conventions eg BOLTSSNA, Latitudinal and Longitudinal readings, grid references, use of representative scale, linear scale, measuring distance along rivers/coastlines, region, movement, distribution.</td>
<td>- Clearly and accurately use geographic conventions eg BOLTSSNA, Latitudinal and Longitudinal readings, grid references, use of representative scale, linear scale, measuring distance along rivers/coastlines, region, movement, distribution.</td>
<td>Show clear and accurate use of geographic terminology eg layers of the atmosphere, types of rainfall – cyclone, monsoon, orographic, barometric pressure, convectional currents, Solar Budget, Greenhouse Effect</td>
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<td>Regular conversations, discussions, reflections, and Reviews of class work covered.</td>
<td>Regular reflections on their individual and collective learning, of class work covered.</td>
<td>Reflect on learning. Consider individual and collective concerns and discuss possible actions that address geographic issues or challenges. Show how to research pathways of involvement.</td>
<td>Regular reflections, reviews and discussions of class work covered. Reflect on geographical challenges and actions individuals and class community can make. Support personal involvement through eg. Fund-raising, community service, youth groups ‘homework groups’ to support refugee children, attending community public meetings. Discussions of the future and change.</td>
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<td>Assessment of individual work.</td>
<td>Discussions to extend group interests, opinions or concerns.</td>
<td>Tests – both written and oral. Assessment of individual work.</td>
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