



Steiner Education Australia

# AUSTRALIAN STEINER CURRICULUM FRAMEWORK

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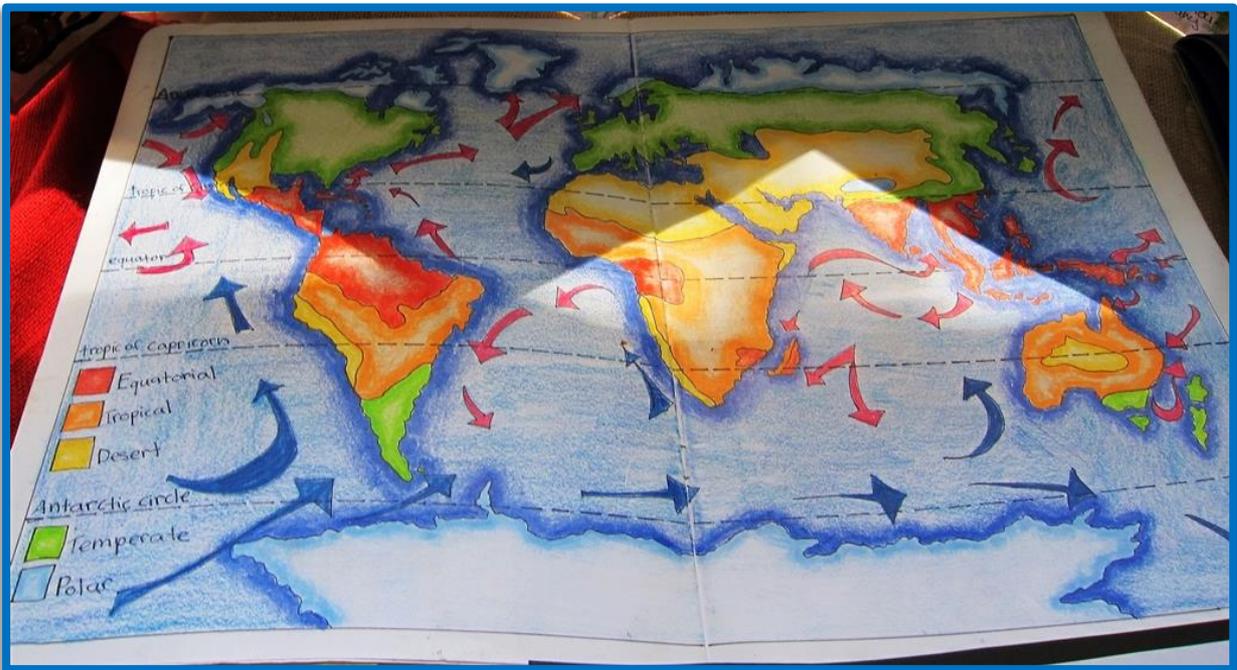
## GEOGRAPHY INTRODUCTION

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ACARA Recognition November 2104

**Revisions included in this document:**

- 24 Sept 2014 Changes made to terminology relating to Aboriginal and Torres Strait Islander peoples, as per ACARA guidelines
- Topic 1.4** Title changed to **Stories from The Dreaming**
  - Topic 4.4** Title changed to **Spirituality of The Dreaming**
  - Topic 7.2** Title changed to **Indigenous Societies and Civilisations**
  - Topic 8.2** Title changed to **Geographical Regions: Cultural Contrasts**
- 15 Dec 2014 Highlighting removed following **ACARA Recognition 14 November 2104**



## 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 18<sup>th</sup> and 19<sup>th</sup> 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”<sup>1</sup>. 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’<sup>2</sup> 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.”<sup>3</sup> 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

<sup>1</sup> Brierly David “In the Sea of Life Enisled” Anthropos Forlag, Oslo, Norway, 1998. P. 12

<sup>2</sup> Brierly David “In the Sea of Life Enisled” Anthropos Forlag, Oslo, Norway, 1998. P. 10

<sup>3</sup> 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.”<sup>4</sup>

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”.<sup>5</sup> 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.<sup>6</sup> 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.”<sup>7</sup>
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...”<sup>8</sup>, 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

<sup>4</sup> Brierly David “In the Sea of Life Enisled” Anthropos Forlag, Oslo, Norway, 1998. p 61

<sup>5</sup> Stockmeyer Karl A Rudolf Steiner's Curriculum for the Waldorf Schools 2<sup>nd</sup> edition 1965, p. 110)

<sup>6</sup> Querido, Rene. “Creativity in education – The Waldorf Approach” H.S Dakin Company July 1984, p 42

<sup>7</sup> Wilkinson, Roy “Teaching Geography’ Roy Wilkinson, Forest Row, 1973 p 4.

<sup>8</sup> Rawson, M and Richter, T. “The Educational Tasks and Content of the Steiner Waldorf Curriculum.2000. reprinted 2001 p. 151

judgement which blossoms at this age needs to be directed towards considering how many different aspects of the world interrelate.”<sup>9</sup> 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.

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<sup>9</sup> RS lecture June 21<sup>st</sup> 1922 English edition “Adolescence: Ripe for What?”

### 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 waken 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**

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

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

YEAR LEVEL	CORE GEOGRAPHY TOPICS		RELATED TOPICS Significant Geography included	
Kindergarten / Foundation	K4	The Living World of Garden, Bush Farm	K1	Story-time, Puppet Story
	K5	The Elements of the World	K2	Morning Circle
	K6	Rhythms of Sun, Moon, Earth & Cosmos		
	K7	Creative Structures		
CLASS 1	1.6	Local Surrounds 1: The World of Nature 1	1.4	Stories from The Dreaming
	1.7	Local Surrounds 2: The World of Nature 2	1.5	Ancient World Tales
			1.8	Maths: Number
CLASS 2	2.5	Local Surrounds 3: The World Around Us 1	2.4	World Legends
	2.6	Local Surrounds 4: The World Around Us 2		
CLASS 3	3.5	Farming & Gardening	3.1	Literature of Creation and Tradition
	3.6	Building		
CLASS 4	4.5	Local area: mapping	4.2	Art, Science & History of Writing Pen /Ink
	4.6	The Local Region	4.4	Spirituality of The Dreaming
CLASS 5	5.4	Indigenous Life/ History / Geography of the Region State	5.1 A-C	Ancient Cultures: Ancient India, Persia Babylon, Egypt
	5.5	Botany	5.2	Ancient Cultures: Greece
CLASS 6	6.5A	Geology	6.1	Ancient Cultures: The History of Rome
	6.5B	Gardening / Horticulture	6.4	Australian History
	6.6	Astronomy		
	6.12	Australia and the World Beyond		
<b>Overarching Themes</b>				
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

YEAR LEVEL	PHYSICAL GEOGRAPHY	HUMAN/SOCIAL GEOGRAPHY
YEAR 7	7.1 Voyages Of Discovery: Encountering The Landscape of the Newly Discovered World	7.2 Indigenous Societies and Civilisations
YEAR 8	8.1 The Earth: Origins, Processes and Landforms  [Has some common content with Science 8.1]	8.2 Geographical Regions: Cultural Contrasts
YEAR 9	9.1 The Forces That Shape the Earth  [Has some common content with Science 9.6]	9.2 Ecosystems And Human Culture
YEAR 10	10.1 The Earth In Motion  [Has some common content with Science 10.6]	10.2 The Human Community

### RELATED TOPICS

YEAR LEVEL	PHYSICAL GEOGRAPHY
YEAR 7	7.3 Gardening / Horticulture  [Integrated Topic - Science 7.6]
YEAR 8	8.3 Gardening / Horticulture  [Integrated Topic - Science 8.5]
YEAR 9	9.3 Gardening / Horticulture  [Integrated Topic - Science 9.7]
YEAR 10	10.3 Gardening / Horticulture  [Integrated Topic - Science 10.7]