



STEINER EDUCATION AUSTRALIA

AUSTRALIAN STEINER CURRICULUM FRAMEWORK

GEOGRAPHY Scope & Sequence High School

ACARA RECOGNITION GRANTED NOVEMBER 2014

Revisions to this Document:

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SCOPE AND SEQUENCE: Geography Years 7-10

STRAND 1: GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING				
	Year 7	Year 8	Year 9	Year 10
PHYSICAL / NATURAL GEOGRAPHY	<p>7.1 Voyages of Discovery: Encountering the Landscape of the Newly Discovered World</p> <p><i>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.</i></p> <p>Content is derived from life in the Middle Ages: The feudal system, Church and agrarian society.</p> <p>Revolution and rotation of the Earth, the daily and seasonal changes that result and influence on climate and human activity.</p> <p>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.</p> <p>Follow the ocean paths that led to the great continental discoveries and understand the importance of ocean currents to discovery. Identify continental masses and ocean bodies, their proportion and extent and the diversity of landscapes of the world.</p>	<p>8.1 The Earth: Origins, Processes and Landforms</p> <p><i>Overview: Understanding the diversity of earth's environments, features and their formation.</i></p> <p>The origins of the 7 continents, and basic introduction to the geomorphic processes involved in the formation and structure of the continents and oceans.</p> <p>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.</p> <p>Development of mapping skills including location, scale, cross sections and field sketches and simple analysis of distribution patterns.</p> <p>A project or small study of the formation of a landform with field trip observation.</p> <p>The regional variation in environments eg desserts, equatorial regions, polar landscapes. The differing climatic characteristics and their physical impact on the Earth's surface.</p>	<p>9.1 The Forces That Shape The Earth:</p> <p><i>Overview: Understanding the dynamic inner forces and structural elements of the Earth's crust that have shaped the Earth's surface and its form.</i></p> <p>The shape and distribution of continents and oceans as determined by plate boundaries and margins.</p> <p>A more extensive study of plate tectonics and the geological layers and structures of the Earth.</p> <p>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</p> <p>Mineralogy: rock types and strata The role of river systems, glaciation, erosion and deposition in shaping the surface of the Earth. Interpretation and analysis of data in identifying distribution of geographic features.</p> <p>.</p>	<p>10.1 The Earth in Motion</p> <p><i>Overview: The mantles of the Earth, the layers of the atmosphere, the currents of the ocean and their dynamic, rhythmic processes:</i></p> <p>The earth as a living entity.</p> <p>The currents of the Earth's mantle and the vertical and horizontal movements in the layers of the Earth.</p> <p>Atmospheric currents (meteorology) – from lithosphere to stratosphere: Jet Stream, Trade Winds, cyclone, /hurricane, tornadoes, floods monsoons, and droughts.</p> <p>Ocean currents – the great conveyor belt, local and regional currents e.g. Gulf Stream and the Leeuwin Current.</p> <p>The impact of ocean and air currents on climate and weather. Changing patterns and spatial distribution of currents.</p> <p>The Southern Oscillation, El Nino and La Nina, the Greenhouse effect, climate change, extreme weather.</p> <p>Current environmental issues that have arisen due to natural processes and human activity.</p>

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	<p>Appreciate water as a significant resource for the great discoveries and early colonisation and settlement.</p> <p>Astronomy – Galileo, Copernicus and the heliocentric system.</p>	<p>The influence of landform on the climate of a region.</p> <p>The water cycle and the availability of water in different forms at different locations.</p>		<p>Management responses to environmental issues at global, regional, national and local scales.</p>
HUMAN/SOCIAL GEOGRAPHY	<p>7.2 New Cultural Encounters: Tribal Societies</p> <p><i>Overview: Encountering the diversity of human kind: tribes, communities, cultures and environments in the New World.</i></p> <p>Out of the Voyages of discovery:</p> <p>Spiritual/ Cultural landscape of the newly discovered world:</p> <p>Exploration of vegetation and variation in plant/animal life, topography and climate.</p> <p>Appreciation of why regions were chosen for settlement: food and water resources, soil, harbour safety</p> <p>Examination of tribal society with emphasis on human relationship to and interdependence with, the environment, and the geographic challenges encountered.</p> <p>Spiritual and cultural attitudes towards the natural environment</p>	<p>8.2 The World Made Known:</p> <p><i>Overview: The aesthetic, cultural and spiritual value of landscapes and landforms for people.</i></p> <p>Comparison of eastern and western regions of the world with shared geological characteristics.</p> <p>Examination of the physical landscape and its major resources.</p> <p>The challenges of settlement and natural hazards and the response to such challenges.</p> <p>Indigenous examples of living harmoniously with the landscape.</p> <p>Cultures, religions, political and social characteristics of a country in Asia.</p> <p>The influence of landscape and environment on people as revealed through the development of culture and life conditions in countries of the world.</p> <p>Comparisons of regions with diverse geographic characteristics including analysis of data.</p>	<p>9.2 Ecosystems and Human Culture</p> <p><i>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.</i></p> <p>The distribution and characteristics of ecosystems/ biomes as regions with distinctive climate, soils, vegetation and productivity.</p> <p>The perceptions held of place, and how this influences connection to place.</p> <p>The use of ecosystems as a resource.</p> <p>How human economic activity, settlement and socio-cultural development has altered the ecosystem.</p> <p>Positive and negative impact of development on people and the environment in different regions of the world.</p>	<p>10.2 The Human Community Culture</p> <p><i>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.</i></p> <p>Human freedom, human resourcefulness and the human condition.</p> <p>Freedom, equality and cooperation locally and globally.</p> <p>Access to human resources in the support of development.</p> <p>The impact of natural phenomena and human activity upon the human environment.</p> <p>The impact of dynamic and rhythmic global phenomenon and processes on the earth's ecosystems and on people.</p> <p>Current events and global phenomena which are impacting on people and the environment.</p>

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		<p>Examination of change and what influences change.</p>	<p>Regional comparisons in living conditions – climate, vegetation, agriculture and industry of rift valleys / glaciated regions / earthquake zones, volcanic islands (hot spots) etc.</p> <p>The capacity of the world's ecosystems to sustainably support people in different regions of the world.</p> <p>Strategies adopted to conserve and preserve our ecosystems.</p>	<p>Classifying resources – human and natural- the diversity of perspective and world view.</p> <p>The approach of Aboriginal and Torres Strait islander people to custodial responsibility and environmental management.</p> <p>Positive and negative impact of resource development on people and the environment.</p> <p>Spatial variations in degree of human well-being - measuring and mapping human well-being.</p> <p>Case studies and regional comparisons in spatial variations of indicators for human well-being and challenges affecting individuals and communities.</p> <p>Examination of the response of the human community - local, regional, national and international responses to address social and environmental challenges.</p>

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STRAND 2: GEOGRAPHIC INQUIRY AND SKILLS				
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Observation, questioning and planning.	Through imaginative narratives given by the teacher and individual and group research, explore a specific tribal group and their interaction with the environment.	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	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.
Collecting, recording, evaluating and representing.	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.	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.	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 and reliability and represent the spatial distribution of geographic data and phenomena in a range of appropriate forms and using geographic conventions eg tables, charts, special purpose maps, 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.	Identify a range of primary, secondary and multimedia sources to collect, record and represent information. Collect, select, record and organise relevant geographical data and information using ethical protocols. 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 and photographs, complex cross sections, vegetation transects, scatter plots. Represent the spatial distribution of geographical phenomena and events by constructing special purpose maps and overlays, using spatial technologies and cartographic conventions.
Interpreting, analysing and concluding.	Examine natural geographic characteristics represented on topographical and vegetation maps.	Interpret and describe geographical data using information provided to identify and suggest explanations for distribution patterns.	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.	Individual case study research of geographic phenomena and events. Use of multivariable data and other geographical information eg maps showing temperature variations, isohyets, barometric pressure, fronts, cyclonic activity, distribution of natural features, flow

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	<p>Consider the environmental reasons for the pattern of settlement of indigenous communities</p> <p>Use other research material to deepen understanding of tribal communities, their relationship to the land, traditions, rituals, housing, diet.</p>	<p>Research and record physical, ecological, social, cultural and economic conditions of regions or countries.</p> <p>Use different geographic data to recognise relationships between key factors eg steppe land and low number of settlement, or fertile plains and agricultural activity.</p>	<p>Identify and propose explanations for patterns, spatial distributions and relationships.</p> <p>Ascertain origin of different types of rocks.</p>	<p>maps etc to quantitatively and qualitatively relate conditions and propose explanations for patterns, trends and anomalies and to anticipate or predict outcomes.</p> <p>Apply geographic concepts to synthesise data from various sources and to draw basic conclusions based on this information and to consider alternative points of view.</p>
<p>Communicating:</p> <p>a. use and development of geographic vocabulary and terminology:</p> <p>b. use of geographic conventions:</p>	<p>Present an individual or group project using a range of forms to communicate information eg models, illustrations, written descriptive work, a class talk etc</p> <p>Show clear use of making accurate use of geographic terminology and conventions and spatial perspectives eg BOLTSSNA, Cardinal points, scale, location, direction, distance.</p>	<p>Present individual or group (collaborative) findings, ideas and interests in a range of forms to suit the presenter, a particular audience and purpose.</p> <p>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) -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.</p>	<p>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</p> <p>Show clear and accurate use of geographic terminology eg plate tectonics, strata, volcanic, igneous, sedimentary, conglomerate, metamorphic rocks, glaciation, erosion, weathering, transportation, deposition</p> <p>Show clear and accurate use of geographic conventions and spatial perspectives, eg movement, distribution, scale, change over time, annotated diagrams and illustrations, tables,</p>	<p>Work with GIS systems to determine their usefulness in analysing geographic information.</p> <p>Present findings, ideas and alternative viewpoints in written, diagrammatic or other forms for personal purpose or to share research and findings with the class.</p> <p>Show use of relevant geographical terminology, digital technology and geographic skills and methods as appropriate.</p> <p>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</p> <p>Show clear and accurate use of geographic conventions and spatial perspectives eg movement, distribution, scale, change over time, spatial association, spatial interaction, annotated diagrams and illustrations, tables, graphs, charts.</p>

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Reflecting and responding:	<p>Regular conversations, discussions, reflections, and Reviews of class work covered.</p> <p>Assessment of individual work.</p>	<p>Regular reflections on their individual and collective learning, of class work covered.</p> <p>Discussions to extend group interests, opinions or concerns.</p> <p>Tests – both written and oral.</p> <p>Assessment of individual work.</p>	<p>graphs, charts</p> <p>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.</p> <p>Tests – both written and oral.</p> <p>Assessment of individual work.</p>	<p>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.</p> <p>Tests – both written and oral.</p> <p>Assessment of individual work.</p>