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| --- |
| Year 7 GeographyCurriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: Geography. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| The Year 7 curriculum involves the study of 2 sub-strands.**Water in the world** – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.It is suggested that the study of this topic draws on studies from Australia and countries in Asia.**Place and liveability** – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.It is suggested that study of this topic draws on studies from Australia and countries in Europe.Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:* What approaches can be used to improve the availability of resources and access to services?
* How does people’s reliance on places and environments influence their perception of them?
* What effect does the uneven distribution of resources and services have on the lives of people?
 | Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | Unit 2  | Unit 3 | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses. | By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses. | By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses. | By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **Water in the world**classification of environmental resources and the way that water connects and changes places as it moves through environmentsAC9HG7K01 | [ ]  | [ ]  | [ ]  | [ ]  | **Questioning and researching using geographical methods** develop questions for a geographical inquiry related to a phenomenon or challengeAC9HG7S01 | [ ]  | [ ]  | [ ]  | [ ]  |
| the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of waterAC9HG7K02 | [ ]  | [ ]  | [ ]  | [ ]  | collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriateAC9HG7S02 | [ ]  | [ ]  | [ ]  | [ ]  |
| the economic, cultural, spiritual and aesthetic value of water for people, including First Nations AustraliansAC9HG7K03 | [ ]  | [ ]  | [ ]  | [ ]  | **Interpreting and analysing geographical data and information** interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationshipsAC9HG7S03 | [ ]  | [ ]  | [ ]  | [ ]  |
| the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governmentsAC9HG7K04 | [ ]  | [ ]  | [ ]  | [ ]  | **Concluding and decision-making** draw conclusions based on the analysis of the data and informationAC9HG7S04 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Place and liveability**factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental qualityAC9HG7K05 | [ ]  | [ ]  | [ ]  | [ ]  | identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impactsAC9HG7S05 | [ ]  | [ ]  | [ ]  | [ ]  |
| the location and distribution of services and facilities, and implications for liveability of placesAC9HG7K06 | [ ]  | [ ]  | [ ]  | [ ]  | **Communicating** create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sourcesAC9HG7S06 | [ ]  | [ ]  | [ ]  | [ ]  |
| the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/PlaceAC9HG7K07 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or EuropeAC9HG7K08 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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