Geography Stage 4 (Years 7–8) – sample scope and sequence

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# Overview

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Geography Stage 4 (Year 7) – scope and sequence

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context. This sample scope and sequence is designed for a mandatory school delivery of geography and history through a semesterised approach. In this version, Term 3 and Term 4 would be allocated to teaching mandatory History Stage 4.

Table 1 – Geography Stage 4 (Year 7) (40 week) scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ****Term and duration**** | ****Learning overview**** | ****Outcomes**** | ****Skills and concepts**** | ****Assessment**** |
| ****Term 1 Week 1 – Term 1 Week 10**** | **Landscapes and landforms**Students develop an understanding of the world’s landscapes and landforms, investigating the geomorphic processes that create and shape them.They explore how landscapes and landforms are valued, protected and can be modified by human activities.Students learn about Knowledges and Practices of Aboriginal Peoples to manage and care for Country.They investigate the impacts, responses and management of one geomorphic hazard. | GE4-DFC-01, GE4-PRI-01, GE4-PER-01, GE4-MAN-01, GE4-APC-01, GE4-TAP-01, GE4-COM-01**Related Life Skills outcomes**: GELS-DFC-01, GELS-DFC-02, GELS-PRI-01, GELS-PRI-02, GELS-PER-01, GELS-MAN-01, GELS-APC-01, GELS-APC-02, GELS-TAP-01, GELS-TAP-02, GELS-COM-01 | * Place, space, environment, interconnection, scale, sustainability, change
* Acquiring geographical information, processing geographical information, communicating geographical information
 | Geographical skills test |
| ****Term 2 Week 1 – Term 2 Week 10**** | **Liveability of places**Students develop an understanding of different perceptions about the liveability of places, how liveability can be measured, factors that affect liveability and strategies to enhance liveability.Students examine their own connection to place and the significance of caring for Country in enhancing liveability for Aboriginal Peoples. | GE4-DFC-01, GE4-PRI-01, GE4-PER-01, GE4-MAN-01, GE4-APC-01, GE4-TAP-01, GE4-COM-01**Related Life Skills outcomes**: GELS-DFC-01, GELS-DFC-02, GELS-PRI-01, GELS-PRI-02, GELS-PER-01, GELS-MAN-01, GELS-APC-01, GELS-APC-02, GELS-TAP-01, GELS-TAP-02, GELS-COM-01 | * Place, space, environment, interconnection, scale, sustainability, change
* Acquiring geographical information, processing geographical information, communicating geographical information
 | Fieldwork report (multimodal) |

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# Geography Stage 4 (Year 8) – scope and sequence

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context. This sample scope and sequence is designed for a mandatory school delivery of geography and history through a semesterised approach. In this version, Term 3 and Term 4 would be allocated to teaching mandatory History Stage 4.

Table 2 – Geography Stage 4 (Year 8) (40 week) scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ****Term and duration**** | ****Learning overview**** | ****Outcomes**** | ****Skills and concepts**** | ****Assessment**** |
| ****Term 1 Week 1 – Term 1 Week 10**** | **Water in the world**Students study global water distribution, the factors influencing water flows and water availability in various locations.They examine hydrological processes and associated hazards, water value and scarcity and sustainable catchment management, including the methods used by Aboriginal Peoples for managing water Country. | GE4-DFC-01, GE4-PRI-01, GE4-MAN-01, GE4-APC-01, GE4-TAP-01, GE4-COM-01**Related Life Skills outcomes**: GELS-DFC-01, GELS-DFC-02, GELS-PRI-01, GELS-PRI-02, GELS-MAN-01, GELS-APC-01, GELS-APC-02, GELS-TAP-01, GELS-TAP-02, GELS-COM-01 | * Place, space, environment, interconnection, scale, sustainability, change
* Acquiring geographical information, processing geographical information, communicating geographical information
 | Stimulus-based response |
| ****Term 2 Week 1 – Term 2 Week 10**** | **Interconnections and trade**Students develop an understanding of interconnections by investigating the connections between people and within places and environments.They explore trade as a global connection and how transport networks and technologies have increased people’s ability to connect people, goods and services.Students explore the impacts of interconnections and trade on a global scale. | GE4-PRI-01, GE4-PER-01, GE4-MAN-01, GE4-TAP-01, GE4-COM-01**Related Life Skills outcomes**: GELS-PRI-01, GELS-PRI-02, GELS-PER-01, GELS-MAN-01, GELS-TAP-01, GELS-TAP-02, GELS-COM-01 | * Place, space, environment, interconnection, scale, sustainability, change.
* Acquiring geographical information, processing geographical information, communicating geographical information
 | Semi-structured interview |

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