**GEOGRAPHY POLICY - 2015**

*To be reviewed: 2018*

**RATIONALE**

Through the study of Geography students encounter different societies and cultures. It develops knowledge of places and environments throughout the world. It inspires students to think about God’s Creation, their own place in the world, their values, and their rights and responsibilities to other people and the environment.

**AIMS**

- To stimulate students’ enthusiasm for, and curiosity about, in the interaction of the physical and human environments.

- To build upon the student’s ‘personal geography’ by developing geographical skills, understanding and knowledge through studying places and themes.

- To increase student knowledge and understanding of the changing world.

- To encourage students to ask questions and propose possible solutions to environmental issues locally and globally.

- To enable students to develop an understanding of issues related to our world.

- To investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and understand how people react to them, including their preparation for, and management of, natural disasters.

- To explore how humans have affected the Australian environment and investigate ways of protecting these unique environments in a sustainable way for future generations.

- To deepen our understanding of humanity, creativity, purposes and values.

- To inspire students to think about what God has created, their own place in the world, their values, and their rights and responsibilities to other people and the environment.”

**ORGANISATION**

Standards in the Geography domain are organised in two dimensions:

- *Geographical knowledge and understanding:* This dimension covers the patterns and interactions of physical and human phenomena on the surface of the Earth and the processes that created them. Geography resolves issues about the environment and its sustainable development. It focuses on spatial concepts: location, distance, distribution, 

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location, movement, region, scale, spatial change over time, spatial association, spatial interaction and scale.

- **Geospatial skills**: Students read and interpret maps of different kinds and at different scales, including street directories, atlas maps, ordnance survey maps and topographic maps.

**IMPLEMENTATION**

- Student achievement is introduced at Level Five and measured against the standards in Level Six.
- Through the process of Inquiry students begin to understand themselves and others and their influence on the environment.
- The skills of geographical inquiry are developed through teacher-directed and student-centred learning, enabling students to pose and investigate questions with increasing initiative, self-direction and expertise.
- The learning acquired by the students in geography contributes to the learning in other areas. Planning for student learning identifies the links or opportunities to build cross curriculum learning, including Religious Education and digital technologies.
- Students participate in fieldwork using simple techniques; for example, collecting and recording data on how the human and physical characteristics of a selected site are changing or have changed.
- Students explore effective ways to care for local places, and are provided with opportunities to initiate and participate in an action on an environmental issue of personal or group concern; for example, pollution of a local waterway.
- Students use atlases, online maps, street directories and town plan maps to accurately describe the distance, direction and location of places. They identify features from maps, satellite images, and oblique photographs. They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend. They research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.
- Teaching is based on what students already know, using the language that is familiar to them, with connections being made to more sophisticated geographical terms and concepts.
- Teachers provide opportunities for students to engage in the analysis, interpretation and evaluation of information gathered.
- An evaluation will be carried out at the conclusion of each topic.

**EVALUATION**

This policy will be reviewed as part of the school’s three year cycle.

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