

The Australian Curriculum Geography





Year 3

Places are both similar and different continues to develop students' understanding of place by examining the similarities and differences between places within and outside Australia. The concept of place is developed through examining the major natural and human characteristics of Australia the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students should be given the opportunity to imagine what it would be like to live in a different place to their own, and then think about their own and others' feelings about places and the extent to which these are similar or different. They explore how feelings about places are the basis of actions to protect places and environments that are of special significance to them or other people. Students' mental maps of the world and their understanding of place are further developed through learning about the representation of Australia and the location of Australia's neighbouring countries, and comparing places both within and outside Australia. These comparisons should continue to be made at the scale of the local place.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

- A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 3 are articulated below.

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people's feelings about places influence their views about the protection of places?

Year 3 Content Descriptions

Geographical Knowledge and Understanding

The representation of Australia as states and territories, and Australia's major natural and human features (ACHGK014)



The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)



The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016)



The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)



The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)



The similarities and differences between places in terms of their type of settlement, demographic characteristics

Geographical Inquiry and Skills

Observing, questioning and planning

Develop geographical questions to investigate (ACHGS019)



Collecting, recording, evaluating and representing

Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)



Represent data by constructing tables and graphs (ACHGS021)



Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)



Interpreting, analysing and concluding

Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023)



and the lives of the people who live there (ACHGK019)



Communicating

Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)



Reflecting and responding

Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025)

